

THE AWARDING OF A MASTER'S DEGREE TO REGULAR COURSE GRADUATES
OF THE COMMAND AND GENERAL STAFF OFFICER COURSE

A thesis presented to the faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE

by

THOMAS M. O'SULLIVAN, MAJ, USA
B.A., Virginia Military Institute, Lexington, Virginia, 1982

Fort Leavenworth, Kansas

1995

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MASTER OF MILITARY ART AND SCIENCE

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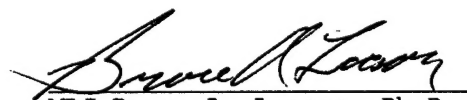
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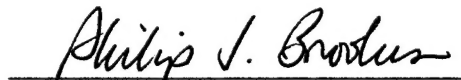
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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

THE AWARDING OF A MASTER'S DEGREE TO REGULAR COURSE GRADUATES OF THE
COMMAND AND GENERAL STAFF OFFICER COURSE by MAJ Thomas M.
O'Sullivan, USA, 91 pages.

This study investigates the subject of professional officer education at the Army's Command and General Staff College. Principally, it addresses the subject of awarding a masters degree to graduates of the Command and General Staff Officer Course. It examines the accreditation process, the precedent to award degrees to staff college graduates set by the Naval War College, and surveys the experiences and attitudes about postgraduate education of the American officers in the 1994-1995 CGSOC class. It answers three sub-questions to determine whether the current program can result in degree conferral, whether the program requires changes so that the college could award a degree, and whether such a course of action should be pursued.

The study concludes that the college can award a degree to its graduates and that the course of action CGSOC must take to do so is the formal proposition of the matter before the Department of Education, the House Armed Services Committee Subcommittee on Military Education, and the school's accrediting agency, the North Central Association of Colleges and Schools.

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CHAPTER 1

INTRODUCTION

Problem Statement

The United States Army has created an accredited graduate-level institution of education for its officers which does not award a degree to all of its graduates.

Background/Context

The resident students of the U.S. Army Command and General Staff Officer's Course (CGSOC) do not receive an advanced degree upon graduation. The College is accredited by the North Central Association of Colleges and Schools (NCA) to award a Master's Degree in Military Art and Science (MMAS).¹ Only those officers who enroll in one of two specific programs, the MMAS Program or the School of Advanced Military Studies (SAMS), are qualified to receive the advanced degree offered by the Command and General Staff College (CGSC). Of these two programs, only the MMAS program is run concurrently with the normal academic year. The SAMS program requires an additional academic year of residence at CGSC.

An officer attending the Command and General Staff School has about sixteen years of experience in precommission education, operational assignments, self-study, and formal education. The military services and their civilian agencies comprise a large and complex work

force, yet the Department of Defense relies heavily on its own schools to provide advanced training and education for its officers. Some civilian colleges offer defense, leadership, managerial, or history programs; none are as specific to the development of military professionals as are those of military schools and staff colleges.²

The Service Academies, graduate schools (such as the Naval Postgraduate School), and other professional military schools are all regionally accredited. Though postgraduate military schools seek accreditation, all officers do not earn an advanced degree when they graduate from those schools. There is no doubt that a graduate degree is helpful, and, although not an official requirement, considered a necessity for retention as an officer. The Vice Director for the military education division of the Joint Staff, Brigadier General Kenneth Simpson, said, "There is a clear *de facto* linkage between advancement in rank, and education. . . . And, having sat on promotion boards, I can tell you that education level is one of the earliest screens we use in making cuts."³

The Army fills its need for advanced degree qualified officers through fully funded programs. Officers need advanced degrees for specific job requirements, advancement or promotion within their profession, and marketability for a second career when they leave active service. This study examines the feasibility and suitability of CGSC awarding a master's degree to all graduates. It will examine whether that change would provide incentive to officers, save money, and improve the quality of officer training and education.

Restated Question

Is the awarding of a master's degree to regular course graduates of the Command and General Staff Officers Course feasible?

Solution

Upon consideration of my preliminary research, thought, and discussions with students and faculty, some possible solutions appear to be feasible to resolve the problem. There are three hypotheses to form the basis for my research.

1. The Command and General Staff College can award a master's degree to all graduates of the Command and General Staff Officers Course with no change to its current program of instruction.

The first possible solution to the problem is for the CGSC to review its current program and decide whether it has an acceptable core and elective curriculum for it to award a masters degree to all graduates. Does that core and elective curriculum meet NCA standards expected of a masters program? If the college felt that it was an acceptable program, it should implement a formal proposal to award all graduates a masters degree. Only through the process of seeking sanction to change its approach to degree conferral can the Army receive permission from the federal government and accreditation from the NCA, the CGSC's accrediting agency, to do so.

2. The Command and General Staff College could award a master's degree to all graduates of the Command and General Staff Officers Course if it imparted some changes to its administration and curriculum.

In its review of the curriculum and standards for accreditation, the CGSC must determine what, if any, changes would be required of its

program. These changes may include changes to the curriculum or faculty.

A thesis-based program is the one originally established by the CGSC and since then recognized by the NCA as meriting accreditation for masters degree conferral. It is not a requirement by the NCA that a masters program include a research thesis.⁴ However, the CGSC may decide to adjust the curriculum to require a thesis of all officers attending CGSC. If all officers were to produce a thesis, the current resident faculty could not support the requirement to chair over one thousand committees with doctoral qualified members. (There are 1,108 U.S. officers in the 1994-1995 CGSC class.)⁵ With 36 doctoral qualified faculty members (including 14 consulting faculty) on the current staff,⁶ each would average 31 theses if one were required of each student. To supervise such a program, many committees would have to be comprised of faculty members without doctoral degrees.

Another possible solution would be to eliminate the requirement for students to produce a research thesis. If the CGSC viewed the degree which it awarded its students as a terminal professional degree, the requirement to produce a thesis could be changed to include monographs, reduced in scope, or eliminated altogether.

3. The Command and General Staff College should award a master's degree to all graduates of the Command and General Staff Officers Course because both the institution and students would benefit from such a program.

To be a military professional is much like that of other professions (architects, teachers, lawyers, etc.) and requires specific

study, practice, and experience. A military officer must focus his or her studies on many subjects unique to this profession; tactics, logistics, military training, staff functions, and other complex aspects of the military culture. These professional military subjects are simply not available in civilian colleges. There is an institutional need and a personal desire for quality post-graduate education for military professionals.

Though the Army has programs to educate its officers to specific needs, many receive tuition assistance and enroll in programs that are costly and have no value added in Army utilization tours. Those officers whose degrees are fully funded are required to apply that education in subsequent tours of duty. Many resident CGSOC students enroll in local civilian college courses during their academic year at Fort Leavenworth. They spend a large amount of their time and money pursuing an advanced degree which is not required in their military service. The government generally pays up to 75 percent of their tuition. This approach may distract officers from their primary reason for being at CGSOC; their post-graduate military education. It is a costly investment with an undefined return.

By internalizing the postgraduate education of its officers through a masters degree program at CGSOC, the Army could provide officers an educational opportunity that is unavailable to many who do not have the time to pursue an advanced degree during operational assignments. It could harness the research abilities of the entire student body to help solve current complex military problems. Finally, it could save considerable amounts of money both for the government and

individuals now being spent in the pursuit of civilian degrees concurrent with CGSOC.

Elements of the Problem

There are three elements to this problem: the requirement to produce a thesis; the qualifications of the CGSOC faculty; and the requirements of the NCA to accredit CGSC to award a master's degree.

The production of a thesis is a CGSC imposed requirement of those officers who enroll in the MMAS program. The NCA does not require a thesis to be a part of a masters degree awarding program. When the CGSC first sought accreditation, the MMAS program was the basis for that accreditation.⁷ It required officers to produce a thesis in addition to their regular course work. The local area civilian colleges in which CGSOC students enroll to earn degrees do not require a thesis. The Naval War College, the only military staff college to award all of its graduates a masters degree, does not include a thesis requirement in its program. Some professional schools whose masters degree is terminal (not leading to a doctorate) do not require a thesis in their curriculum.⁸

The qualifications of the CGSOC faculty impact on this problem in two ways. The first is the previously addressed CGSOC requirement that each thesis committee include a doctoral qualified faculty member. The second is the CGSC's position on the qualification of its faculty. The NCA specifies the threshold requirements of a faculty in a master's degree awarding program.⁹ The CGSC position on faculty qualification is that its faculty is qualified based not just on education, but on operational experience unique to the military profession.¹⁰ If that is

the case, such an approach may be applied to the structure of thesis committees as well.

In order to award all graduates a master's degree, the CGSC must determine what the NCA requirements are to meet the standards for accreditation. Accreditation involves the application of General Institutional Requirements (GIRs) and the review of the school's ability to accomplish its stated goals and mission. It also looks at the school's governance, administration, finances, and other resources.¹¹ If the CGSC feels that it can meet the NCA requirements or change some aspects of its program to do so, then it could award all graduates master's degrees upon graduation.

Significance

This study is significant because it can result in substantive beneficial changes to the Army, the Command and General Staff College, the CGSC faculty, and CGSOC graduates.

The Army places great emphasis on education and training for its officers. In the Army's three leader development pillars of institutional training, operational assignments, and self-development, it is "the CGSOC curriculum [which] makes up the foundation upon which you begin to develop your competence as a field grade officer. . . ."¹² Civilian and military educational levels, to include degrees earned, are always part of an officer's biography because they are a basis of comparison.

If the CGSC eliminated the subsidizing of officers pursuing civilian degrees concurrent with CGSOC, it could save a substantial amount of money. During the 1993-1994 CGSOC academic year, the Army

spent \$360,957.61 on tuition assistance for CGSOC students enrolled in local area civilian colleges.¹³ If officers could earn their masters degree as part of the CGSOC curriculum, the Army could save this money or redirect it elsewhere. This savings could be re-programmed to provide more tuition assistance money for enlisted undergraduate studies or for officer fully funded programs.

The impact on the quality of officers' postgraduate education pertinent to the military profession could be significant by providing officers a focused military curriculum and a degree with direct military service application. A CGSC awarded masters degree would reduce the perceived need for officers to pursue civilian degrees concurrent with CGSOC and allow officers to focus their energies on the primary reason they are attending CGSOC: the study of military art and science. The awarding of a degree by CGSC provides an opportunity for officers to earn an advanced degree at no additional cost to the individual or the government. Student research projects could focus on military doctrine, operations, tactics, politics, history, or other issues which call for in-depth study to solve current complex military problems. The military would benefit from the research of over 1,000 officers.

The impact of transforming the program to a degree awarding one could significantly improve the quality of faculty of CGSOC. It would provide an incentive to military and civilian educators to seek teaching assignments in an accredited masters program. The application of Functional Area 47 (Permanent Professor) to the CGSC could be proposed. The permanent professor program, currently applied only at the U.S. Military Academy, could result in senior officers joining the faculty to

impart their considerable knowledge and experience to students in lieu of retirement. Such a change in the faculty could result in instructors with greater academic depth and operational experience. It could enable some field grade officers currently on the faculty to return to operational assignments.

Definitions

Accreditation. The process of certifying an institution to grant an educational degree.

Branches of the Army. As categorized in the CGSC's data base for analysis of the demographics of the class survey:

Combat Arms. Armor, Infantry, Aviation, Engineers, Field Artillery, Air Defense, and Special Forces.

Combat Support. Military Intelligence, Signal Corps, Military Police, and Chemical Corps.

Combat Service Support. Adjutant General, Ordnance, Quartermaster, Transportation, and Finance Corps.

Non-Officer Personnel Management Directorate (OPMD). Medical Service, Acquisition, Judge Advocate General, Chaplain, Dental, Medical, and Veterinary Corps.

Unidentified. Officers who do not have a student number in the data base or who did not enter a number on their survey answer form.

Command and General Staff College (CGSC). The Army's professional school at Fort Leavenworth, Kansas. For the purposes of this study, it is the command and staff which supervises a structured group of professional military schools. These include the Combined Arms and Services Staff School (CAS³); the Command and General Staff School

(CGSS), a five department school which teaches the Command and General Staff Officer's Course; the School of Advanced Military Studies (SAMS); the School for Command Preparation (SCP); and the School of Corresponding Studies (SOCS). For the purposes of this study, I will confine my definition of CGSC to that portion of the college responsible for the Command and General Staff Officer's Course and the object of the accreditation process.

Command and General Staff Officer's Course (CGSOC). For the purposes of this study, the resident ten month course offered to select field grade (or promotable company grade) officers located at Fort Leavenworth, Kansas.

Consulting Faculty. A portion of the faculty for the MMAS program comprised of Reserve officers with doctorates or advanced professional degrees who supplement Ph.D. holders in the CGSC faculty.¹⁴

Coop Program. A full time graduate degree earning program at a civilian college in which an officer pays full tuition.

Extracurricular academic programs. Those programs, in which an officer enrolls, that are outside the normal course of CGSOC instruction and result in the award of a masters degree. These include MMAS, SAMS, and civilian colleges and universities.

Fully Funded Programs. Graduate schooling for officers selected for assignment to positions requiring an advanced degree. These programs are fully funded for all tuition and supplies. They are the only advanced degrees officially required of OPMD (Officer Personnel Management Directorate) managed officers on active duty.

Master of Military Art and Science (MMAS). The degree accredited by the North Central Association of Colleges and Schools and awarded at CGSC upon successful completion of work in the MMAS or SAMS programs.

North Central Association of Colleges and Schools (NCA). The regional agency responsible for accrediting the Command and General Staff College.

Post-graduate or Postsecondary Education. That pursuit of academic certification through training and education, in Army or civilian institutions, after graduation from an undergraduate program.

Regular Course. The ten month course of instruction offered in CGSOC which includes core and elective courses presented in the three-term academic year. This term excludes the elective MMAS programs.

Reserve Officer Training Corps (ROTC). A program at four year colleges which prepares students to become military officers. Instructors include active duty military officers, some of whom earn an advanced degree sponsored by the host college as members of the faculty.

School of Advanced Military Studies (SAMS). A ten month follow-on to the CGSOC which instructs selected officers who apply for the advanced military studies program. It results in the conferral of the MMAS degree upon graduation.

Tuition Assistance Program. A government sponsored program which provides service members up to 75 percent of their tuition expenses for undergraduate and graduate education.

Delimitations

I will confine my study to the pursuit of the MMAS degree concurrent with the CGSC academic year. The focus of this paper will be on the regular course and not the School of Advanced Military Studies, the Reserve Component course, or the nonresident CGSOC. I will not investigate the possibility of applying Functional Area 47 to CGSC faculty.

I will restrict my review of financial aspects of this problem to the area of tuition assistance. I will only examine tuition assistance funds as they are applied to students of CGSOC.

To gain a perspective on the educational experience and attitudes about postgraduate education, I will survey the officers of the CGSOC Class of 1994-1995. I will not conduct a survey of officers outside of the CGSOC class. The class includes officers from all services and several year groups. I will not compare senior military colleges or subordinate service schools to the CGSOC as I intend to focus on accredited intermediate staff colleges, of which there are two, CGSC and the Naval War College's School of Naval Command and Staff.

Limitations

I will not compare civilian masters programs with those of the military staff colleges as there are no civilian programs similar to them.

CHAPTER 2

LITERATURE REVIEW

The majority of literature about professional military schools is through the vehicle of accreditation and self-study in support of that process. To provide an overview of the pertinent literature, I will divide this review into four sections. The first will focus on the background and history of professional military education for field grade officers. The second will review the aspects of the military profession as a unique career requiring specific training and education. The third will review the civilian influence on the process of military officer education, and the fourth will review current and future trends in organizational effectiveness thinking and military graduate education.

History

The history of professional military education in the United States can be traced back to the establishment of the service academies early in the last century.¹⁵ Advanced military education for officers began with the establishment of branch specific technical schools in the mid-nineteenth century. These eventually resulted in the establishment of a Fort Leavenworth school for Infantry and Cavalry in 1881.¹⁶ The school at Fort Leavenworth evolved over the past century into the current Command and General Staff College. This history is important because it traces the trends in professional military education over the past century and illustrates the impact of that education on the service.

Timothy K. Nenninger's thesis, "The Fort Leavenworth Schools: Postgraduate Military Education and Professionalization in the U.S. Army, 1880-1920" and his later revision, The Leavenworth Schools and the Old Army, Education, Professionalism, and the Officer Corps of the United States Army, 1881-1918, described the evolution of military education for senior officers prior to World War One. Nenninger described the expansion of military education past the rudimentary levels of training and the application of education to military subjects necessary for training commanders and staff officers. The evolution of military education grew to require more than the technical study of engineering; it required intellectual thinking and analysis at the tactical and operational levels of warfare.

Nenninger's book described the reforms of the Army and the resultant evolution of military education driven by then Secretary of War Elihu Root. From its founding until the Spanish American War, Leavenworth graduates had little influence in higher echelons of the Army because they were trained at the tactical level, at which the Regular Army was sufficiently prepared.¹⁷ Experiences in the Spanish American War, combined with European military influences, led Root to implement broad reforms in the way the Army was structured and educated. Root's reforms included the creation of a General Staff in 1903, which, in turn, created a requirement for trained staff officers.¹⁸ The "new Leavenworth" became the General Service and Staff School and focused on preparing staff officers for "handling of higher commands of all arms."¹⁹

As the Army became involved in larger scale operations culminating in entry into World War One, the influence of the Leavenworth school's graduates and the impact of military education became apparent to the Army's leaders. Superior performance of such

educated officers on staffs contributed to this conclusion. The school established at Fort Leavenworth evolved from one which taught tactical applications to a college where officers learned military art and science. This evolution resulted in educated military leaders who prosecuted a global conflict during World War Two.

A Military History of the U.S. Army Command and General Staff College, Fort Leavenworth, Kansas, 1881-1963 was published in 1964 as a unit history defined in Army regulations and now includes supplemental volumes outlining the school's history up to the present day.²⁰ These works outlined the progression of the school's academic programs to the present curriculum and provided demographic information about CGSOC classes.

The volume which covers the period of 1964-1970 described the Army's struggle during that period to establish a graduate-degree awarding program as part of CGSOC. This effort began under the leadership of General Harold K. Johnson, the 40th Commandant of the CGSC, who first proposed the graduate degree program in the summer of 1961. He envisioned this program as one which would make significant contributions to the Army by producing a core of trained military scholars and greatly increasing the Army's holdings of sound military writings. Johnson felt that the CGSOC would be the best vehicle for such a program because no civilian educational institution had a curriculum that complemented such a discipline, nor did any offer a master's degree in Military Art and Science.²¹ General Johnson petitioned the NCA in 1961 to review the CGSOC program. The subsequent tour and review of the CGSC by the NCA Board of Visitors resulted in a preliminary three-year accreditation to award the MMAS degree in 1963.²²

During the next several years, the Army encountered government fears of offending the civilian educational community by establishing a military graduate degree program. That, coupled with the complexities

of pushing General Johnson's agenda (he was now Chief of Staff, U.S. Army) through the bureaucracy, delayed the needed congressional approval for the next several years. Two key events led to the ultimate congressional approval of the MMAS program. The first was a visit by a Department of Health, Education, and Welfare review committee which reported favorably on the CGSC program and recommended approval of the proposed legislation for the Army to award a degree. The second was a review of the CGSC program by the American Council of Education. This review produced no objections to the proposal and demonstrated that fears of civilian opposition to the MMAS program were unfounded.²³ It was not until 1974 that the program was written into law and received the accreditation it has since maintained from the NCA.²⁴

The Military Profession

A review of literature reflecting on the military as a profession provided background on the subject of officer education. General Sir John Hackett's The Profession of Arms provided a background to understand the profession and traces the history of the officer corps' impact on societies in Europe and in the United States. He showed how military education evolved as the military's influence on society expanded during the nineteenth and twentieth centuries.²⁵ Hackett described the evolution of European officer corps' after the Napoleonic Wars from a class-based structure to one which demanded competence-based leadership for much larger armies. The evolution of these schools emerged first from a desire for a liberally educated officer corps, then for a professionally educated body of officers, and finally, a need for structured promotions based on competence. The result of this process was the establishment of advanced military schools, such as Germany's *Kriegsakademie*, France's *Ecole d'Etat Major*, and Britain's Royal Military Academy. Hackett showed the establishment

of these professional military schools to be the foundation on which was built the modern military profession.²⁶ He described the parallel development of the American officer profession through the establishment of its educational system based on the European models.

The years between 1860 and the First World War saw the emergence of a distinctive American professional military ethic, with the American officer regarding himself as a member no longer of a fighting profession only, to which anybody might belong, but as a member of a profession which, if not accepted as learned, could still be intellectually demanding, and one whose students were students for life.²⁷

General Sir John Hackett's analysis of the profession of arms placed the education of officers at the foundation of the military as a profession.

Martin van Crevald's The Training of Officers studied the history of military education and training, and the current state of the profession as leaders are trained for future conflicts. His review is similar to Hackett's, but focused on the current systems of officer education and made recommendations for improving them. He concluded that the American system of officer education is lacking in excellence because of separate approaches to education by each service, the lack of quality in faculty members, the short length of courses, and the inability to award advanced degrees to graduates.²⁸ His focus on the awarding of advanced degrees included the review of officers pursuing degrees outside of the military system. He attributed this to the fact that the military does not offer officers the opportunity to pursue academic degrees by the usual means of examination and production of a thesis. This, he says, is compounded by the fact that "an officer cannot take a degree in a subject related to his own field except by going to a civilian graduate school. The lack of accreditation [at military schools] represents a major reason why no Western war college has succeeded in transforming itself into a recognized center of military-intellectual excellence."²⁹ The review of officers pursuing advanced degrees with little relevance to their profession strikes van

Crevald as draining on the profession's pursuit of excellence. In his recommendations, he summarized his review of this trend toward pursuit of civilian degrees:

The present system, under which very large numbers of officers are encouraged, even pressured, into taking advanced degrees in all kinds of probable and improbable fields is, militarily speaking, quite useless. On the whole, such degrees are required only by a comparatively small number of specialists. . . . When all is said and done, however, there is no question that the vast majority of officers should focus on their own profession: war.³⁰

He reemphasized this in his recommendations, saying that "getting rid of superfluous advanced degrees in civilian fields will enable officers to concentrate on their profession."³¹

Sam Sarkesian's The Professional Army Officer in a Changing Society provided a more contemporary analysis of the military officer's impact on society. In this work, he defined the profession in accordance with the accepted definition of professions and highlights it as a legitimate and important field to society. Key to his definition is the concept of special knowledge and education. This concept is important to this study because it helps to underscore the pursuit of military education as legitimate to the needs of a defined profession.³² An overview of other professions shows that many have specific requirements for training and education which are satisfied by graduate programs throughout the country. Sarkesian's definition puts the professional officer into the same category as other professions, but a review of current civilian graduate programs does not include any tailored to the specific needs of the military officer.³³ This is because the military has created, in effect, its own parallel system of education.

In Military Professionalization and Political Power, Bengt Abrahamsson analyzed the military profession from the standpoint of its impact on society through the influence of technical education and nation building, and highlighted similar aspects of the military as a

profession as Sarkesian did. However, Abrahamsson focused on the technical aspects of the profession and its impact on society which resulted in a strongly influential military officer corps during the late nineteenth century. Part of this influence was a result of professional military education focused on the technical sciences of engineering and logistics. These were not available in public schools and as a result the military produced many of the technical experts who became influential members of society.³⁴ The impact of military education was important to society then, and its political influence was strong. Abrahamsson pointed out the institutional trend to segregate military education from civilian institutions because of the need to impart specific professional values to its members.³⁵ In one of his views on segregation, he cites ROTC education in civilian schools as perhaps producing politically unreliable candidates.³⁶ His perspective may help to partly explain how our current parallel graduate programs evolved.

Civilian Influence

The literature on professional military education generally focuses on military education exclusive of civilian education. That the two are now intermingled in an officer's development is not addressed in detail. Because this study focuses on the synthesis between the civilian graduate education process and the system of professional military education, a review of accreditation and its application is necessary. This also makes the answer to my first question important because it will show how the civilian educational community views the current system of military education at the staff college level.

Lawrence Korb's The System for Educating Military Officers in America addressed many aspects of professional military education and civilian influence on it. Specifically, chapters titled "The System and

the Challenges: An Overview," "Where Should the Officer Obtain His Education," and "Alternative Proposals for Fully Funded Graduate Education on Civilian Campuses," which were written in the wake of Vietnam, analyzed the trends in officer training and looked toward improved solutions to the problems encountered during that war.

"The System and the Challenges: An Overview" compared the need for postgraduate education of civilians and military professionals.

As knowledge obsolescence drives the private sector to continuously upgrade the educational levels of its managers through equivalent educational and developmental processes, so must the Department of Defense continue this deliberate process.³⁷

This point highlights the need for military education for the benefit of the institution just as civilian professions pursue higher education to increase effectiveness and productivity.

In an alternate viewpoint on postgraduate education, Adam Yarmolinsky's essay, "Where Should the Officer Obtain His Education?" argued for civilian education of officers. He argued that civilian education of officers is beneficial because of the variety of educational experiences both available and applicable to a military professional. He saw a purely military education as stagnating and rejected the infusion of civilian educators into military schools because of their unfamiliarity and slim chance of acceptance into the military system. He also pointed out that military education, when focused on non-military topics, imparts a military value to its subjects. Yarmolinsky's argument for diversity in officer education provided a counterpoint to the argument for purely military education.³⁸

William J. Taylor wrote about the effectiveness of civilian education versus the military in his essay, "Alternative Proposals for Fully Funded Graduate Education on Civilian Campuses." In this piece, he discussed the transient nature of staffs and faculties of military schools which seem to disrupt the long range vision of these

institutions. He made the point, however, that such schools, because of their military structure, are quite resilient and productive despite the turnover of personnel. Taylor pointed out the superiority of military education where graduates are closely associated with their school and classmates in contrast to those civilian schools to which officers have no allegiance. In fact, he pointed out, many officers never even see the campus of the university from which they are earning their degree. William Taylor's definition of graduate degrees was that they "are indicators of comprehensive excellence in a field of study; excellence not to be measured by grades for a series of scattered courses taken piecemeal 'as needed' to fulfill job requirements."³⁹ He went on to propose that every officer be required to have a degree pertinent to his field of specialty, that senior service colleges include civilian courses taught at civilian colleges, and that perhaps a graduate program follow attendance at staff college.

The Command and General Staff College is accredited by the North Central Association of Colleges and Schools.⁴⁰ This is a civilian accrediting agency which has a geographical responsibility for all colleges in its region of the country. The Command and General Staff College has been accredited since 1963.⁴¹ The North Central Association's Handbook of Accreditation 1994-1996 defined the accreditation process and outlined the requirements of colleges seeking certification of their program to award degrees. The Command and General Staff College's Self Study Report described the school's appraisal of its programs, its strengths and weaknesses, and the school's self-evaluation of its ability to meet the requirements of the NCA. Additionally, the Naval War College Self Study 1994 is the Navy's review of their staff college and its program, objectives, and ability to meet its goals. The Naval War College's (NWC) self-study provided a description of their curriculum, faculty, and infrastructure which can

be used to compare the NWC and CGSC. Because the NWC is the only military staff college accredited to award a masters degree to all of its graduates, it provides the only institution of higher education to which the Army's program can be compared. These schools are similar in academic curriculum and scheduling, focused on their respective services. The Navy program is a forty five week course requiring twenty four credit hours of core courses and six hours of electives with an advanced research option in lieu of eight core course hours.⁴² The Army program is forty weeks and includes thirty five hours of core courses and fourteen elective credit hours. The Navy program combines both their intermediate staff college and war college under one faculty and location, graduating 486 officers in 1993. Only 263 of those were students of the College of Naval Command and Staff.⁴³ The Army's War College and CGSOC are separate programs, located at different posts and the CGSOC graduates over 1,000 officers each year.

The Naval War College Report of Self Study 1993 described the College of Naval Command and Staff program for professional military education. Accredited in 1991 to award a master's degrees to its command and staff students, the Navy considers its program equivalent to any offered at civilian institutions: ". . . with the strengthening of both teaching and research roles [since World War Two], the College became a graduate-level academic institution in the most comprehensive sense of the term."⁴⁴ More important than the fact that an intermediate professional military school already awards its graduates a degree, is the philosophy behind their doing so. The college

believed that resident students should receive full recognition for successful completion of the required curriculum. Second, by receiving full recognition, the students would not see the need to enroll in other programs leading to an advanced degree . . . thus allowing their full academic energies to be devoted to the War College program. The college believed that this more focused effort would graduate a student who was better prepared to carry out increased responsibilities within the national security arena.⁴⁵

Though there has been no attempt by the Navy since 1991 to verify the value added of internalizing officer education, this illustrates that a professional military school can be accredited to award graduates a masters degree. It also shows that the Navy believes that such a process can advance the service's interests, for the common good of both the service and the individual officer.

The focus on accreditation, as it applies to this study, identifies standards expected of an institution of higher education and how those standards apply to the current and proposed programs. The current NCA accreditation allows the Command and General Staff College to award a master's degree to graduates who complete either the Master of Military Art and Science program or the School of Advanced Military Studies.⁴⁶

Current and Future Trends

The need for graduate level education has become an unwritten requirement for promotion in the service according to an article in Government Executive magazine. Its author, James Kitfield, outlined the military's program of professional education in "Schooled in Warfare." He described both the professional military schools which officers attend during their career as well as available civilian programs. Kitfield discussed the influence that advanced education has on the officer corps and asserted the military is way ahead of its civilian counterparts in the pursuit of higher education. He described a study by the Center for Creative Leadership which showed that 80 percent of lieutenant colonels and colonels have advanced degrees, compared to only 20 percent of upper-level corporate managers.⁴⁷ This trend toward advanced degrees is because education is clearly linked to promotions according to Brigadier Kenneth Simpson, vice director for the military education division of the Joint Staff. Kitfield also asserted that

officers must choose a course of study in a civilian institution that advances their military careers in order to receive tuition assistance. He concluded that the military profession, once a hotbed of anti intellectualism is, by a number of quantifiable measures, the brightest and most educated force the United States has ever fielded.⁴⁸

A brief review of civilian colleges offering masters degrees revealed very few which are directly pertinent to the military professional.⁴⁹ In Washington, D.C., a program for senior military officers is offered by Georgetown University's National Security Studies school. Its curriculum includes courses in such subjects as the Operational Art of War, American Military Experience, and Evolution of Low Intensity Conflict.⁵⁰ Many of these courses parallel those taught at Fort Leavenworth, but Georgetown emphasizes the broad focus of national security rather than the specific needs of a military professional. "The National Security Studies Program . . . is designed to meet the needs of students interested in or employed by the national security community."⁵¹ Other than such broad programs, there appears to be no graduate program suited to the specifics of the military profession other than the military colleges internal to the Defense Department which include the staff and war colleges. The three predominant programs that military officers attending CGSOC pursue are in management, business, and administration.⁵²

Because this study focuses on current and future trends, a review of new ideas on organizational thought must be included. In his book The Fifth Discipline, Peter Senge illustrated the concept of the learning organization (figure 1). He defined it as "an organization that is continually expanding its capacity to create its future."⁵³ He diagramed the concept of individual versus team effort in a chapter entitled "Team Learning."

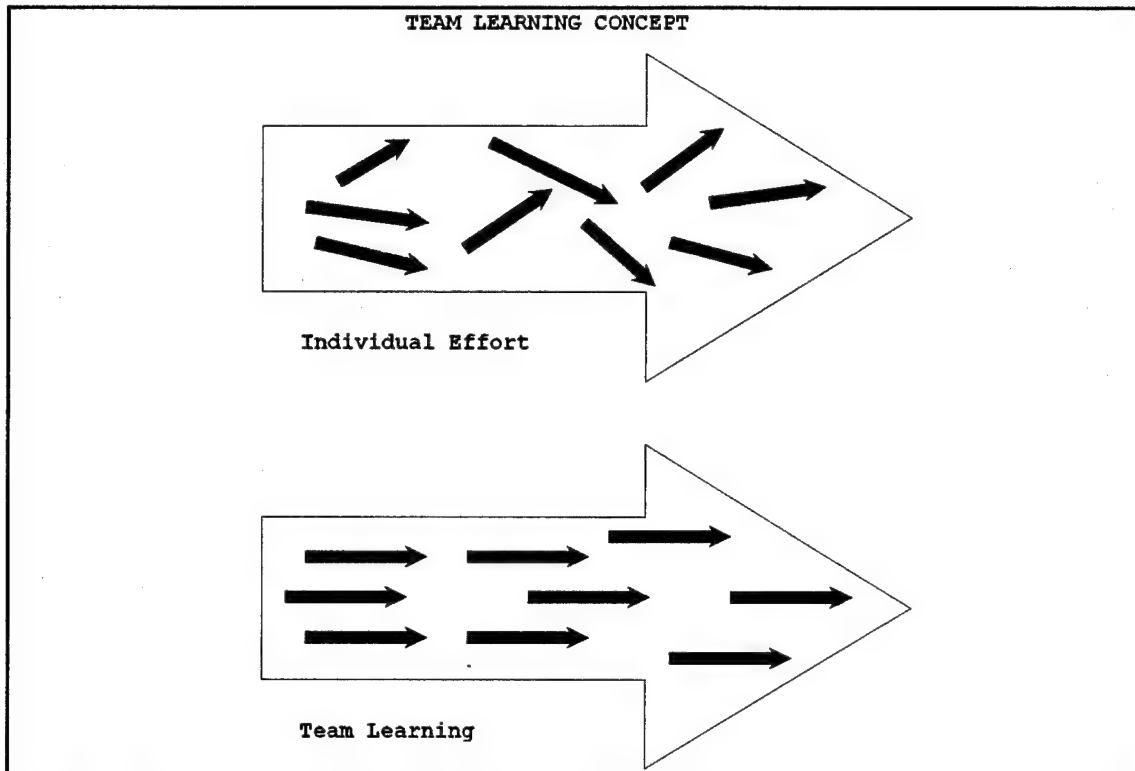


Figure 1. Senge's Team Learning Concept (source: Peter M. Senge, The Fifth Discipline, The Art and Practice of The Learning Organization, (New York: Doubleday, 1990), 14.)

Senge's description of this concept says:

The fundamental characteristic of the relatively unaligned team is wasted energy. . . .Individuals may work extraordinarily hard, but their efforts do not efficiently translate to team effort. . . individual learning, at some level, is irrelevant for organizational learning. Individuals learn all the time and yet there is no organizational learning. . . .Team learning is the process of aligning and developing the capacity of a team to create the results its members truly desire.⁵⁴

This philosophy may stimulate thought in professional military education to channel the resources now used to educate our officers toward a philosophy which reaps the most benefit for the organization and the individual.

Conclusion

The review of literature on professional military education includes historical, analytical, and philosophical works which show a system developed in parallel with its civilian counterpart. Recent trends and current developments show that the field of professional military education is gradually merging civilian approaches to fit its needs. Though the review shows no single specific study related to the topic, all of these works together combine to form a conclusive overview in support of the subject.

CHAPTER 3

RESEARCH DESIGN

Introduction

This research studied officer post-graduate military education to determine whether the Army's Command and General Staff College is unique and worthy of awarding a masters degree to all graduates. It analyzed the current program to determine if it meets the standards of accreditation to allow degree conferral on all graduates. The research studied whether any changes were necessary in the curriculum, faculty, or administration of the CGSOC, and it surveyed the attitudes, experience, and opinions of officers enrolled in CGSOC about advanced education to determine whether there is reason to implement such a program. It also studied the Navy's approach to transforming their staff school into a masters degree conferring college.

Problem Statement

The United States Army has created an accredited graduate level institution of education for its officers which does not award a masters degree to all of its graduates.

Research Question

To answer the thesis question, "Is the awarding of a master's degree to all regular course graduates of the Command and General Staff College feasible?" the research examined three sub questions:

1. Can the Command and General Staff College award its graduates a master's degree?

2. Could the Command and General Staff College award its graduates a master's degree?

3. Should the Command and General Staff College award its graduates a master's degree?

By answering these three questions, the research determined whether it is feasible for the Command and General Staff College to award a degree to its regular course graduates. The result of this research includes recommended solutions to the problem and advisement on further research.

The Data

The first and second questions were answered with data from the North Central Association of Colleges and Schools, the Command and General Staff College, and an existing program at the Naval War College's School of Command and Staff.

The third question was answered by the objective review of military postgraduate programs. It was also determined through a survey of the subjective opinion of 609 American CGSOC officers of the Class of 1994-1995, and the interview of military and educational professionals.

Research Methodology

Question One

To answer the first question, four sources provided data needed. They were: the history of the CGSC master's program, the NCA's Handbook of Accreditation, 1994-96, the CGSC curriculum, and the Naval War College.

A review of the CGSC history determined the foundations of the current masters program and history of the college's accreditation. This information provided the necessary background to evaluate why the Army began to seek accreditation and how it maintained it since 1963.

The rules of the accrediting agency outlined what the standards are for a graduate program. These standards were detailed in the NCA's handbook as General Institutional Requirements (GIR). These are the NCA requirements for an institution to become accredited. By reviewing these GIRs and the CGSC Report of Self Study, the shortfalls in the current CGSOC program were determined.

Data derived from the NCA's accreditation of the college and review of the CGSOC masters program history determined why the current program does not award a masters degree to all graduates. Faculty qualifications for comparison to the GIRs were provided to me by the five teaching departments of CGSOC. Those departments were; the Department of Logistics and Resource Operations (DLRO), the Department of Joint and Combined Operations (DJCO), the Center for Army Tactics (CTAC), the Leadership Instruction Department (LID) and the Combat Studies Institute (CSI). The CGSC staff, specifically the Director of Graduate Degree Programs, was the source for information on any institutional restrictions which might prevent the College from awarding degrees to all graduates. I met with representatives of the NCA's Peer Review; that part of the accreditation process which independently compared CGSC's execution of its mission with its stated goals.⁵⁵ I coordinated my written interaction with the NCA through the Director of Graduate Degree Programs (DGDP). An analysis of the other critical part of the accreditation process, the CGSC Report of Self Study, was conducted. I interviewed the DGDP and determined whether there are any internal restrictions on the graduate degree program. These data showed the reasons that CGSC does not currently award a masters degree to all of its graduates and outlined what changes might be necessary to establish a program to do so. A CGSC established program was found to be more restrictive than the NCA requirements for degree conferral to all students. This was considered a self-imposed restriction.

The program at CGSC was also compared with the Navy War College's College of Naval Command and Staff. The College of Naval Command and Staff is accredited to award a Master of Arts in National Security and Strategic Studies to all of its graduates.⁵⁶ This research determined whether the Command and General Staff College has a program similar to the Navy's which awards a masters degree. It examined the Navy's approach to seeking accreditation and compared its curriculum to the Army's. To better examine the Navy's philosophy, self study, and satisfaction with their program, I interviewed the Dean of Academics of the Naval War College and corresponded with the Joint Military Operations Department of the NWC and the Chief of Naval Operations' Deputy Assistant for Education Resources and Advocacy. These all provided me with the data needed to compare the Army's program and approach to advanced degrees to the Navy's.

Question Two

The shortfall between the current status of the College and what is required by the accrediting agency provided the basis for determining whether it is feasible or practical to implement any changes needed to meet the requirements.

If the answer to question one showed no differences between the current CGSOC program and the accrediting standards, the restrictions on awarding all graduates a masters degree must be self-imposed. If the NCA had no restrictions on the Command and General Staff College, I would determine what restrictions exist either imposed by the CGSC or the Department of the Army. I then had to determine what those internal restrictions were, who imposed them, and what the reasons were for them. This required an analysis of curriculum, faculty, and the philosophy behind the graduate degree program. In all of these areas, an analysis was made to assess CGSC's ability to implement any needed changes.

At the Command and General Staff College, I interviewed the Director of Graduate Degree Programs to determine the past and current status of the graduate degree program.

The Navy had already set a precedent by establishing a program which is accredited and awards its graduates a masters degree.⁵⁷ By comparing the Army's program with the Navy's, I determined what the standards are for an intermediate military staff college graduate program and whether the Army's is comparable. This also required a comparison between the requirements of the respective accrediting agencies to see if their standards are the same.

To compare the Army program to the Navy's, I used each school's report of self study and interviewed members of the staffs of the two staff colleges. At the Naval War College, I interviewed the Dean of Academics, CAPT William M. Calhoun, to determine that school's graduate program philosophy and approach. He provided me with the testimony and letters of Rear Admiral Kurth, who was President of the NWC when they first sought accreditation. He helped me to determine the Navy's philosophy in their decision to institute a graduate program for their officers and gave me his subjective analysis of what the Navy feels their return is on their investment in internalizing officer graduate education. I also wrote to Navy officials at the Pentagon to include the Deputy Assistant for Education Resources and Advocacy for the Chief of Naval Operations, and the head of Officer Education and Training Policy. They provided me information about professional military education for Navy officers and officer personnel management which impacts on that education.

These documents, correspondence, and interviews highlighted the Navy's philosophy about officer education, accreditation and conferring of degrees. By gathering the information from all these sources I determined whether the end state of all officers earning a masters

degree upon graduation is possible. In 1991, the Navy transitioned from intermediate staff college to a degree granting institution with no changes to their program. The analysis of information about the Navy's experience showed that the Command and General Staff College could do the same.

Question Three

To determine whether the Command and General Staff College should award its graduates a masters degree upon graduation, I studied the Navy's philosophy to transition to a degree conferring college and I conducted a survey of American officers currently attending the Command and General Staff Officer's Course.

I acquired historical documents, conducted interviews, and reviewed the NWC Self Study to determine the Navy's philosophy when they began to seek accreditation to award degrees to their graduates. These sources provided the data needed to illustrate the benefits the Navy saw to implementing their program in 1991. I attempted to determine the Navy's objective analysis of the results of degree conferral, but no study has been done to verify the value of internalizing their educational process. Subjective analysis was provided by the NWC Dean of Academics and members of the NWC staff.

To determine the experience, opinions, and attitudes of officers at the staff college, I surveyed 609 students of the CGSOC Class of 1994-1995. This group of officers represents a wide range of educational and operational experiences. The survey determined the attitudes these officers have about the Army's current programs to educate them beyond their undergraduate degree. The survey illustrated the trends in how and why officers pursue postgraduate education and whether they believe current programs are effective. This research

attempted to determine whether the CGSC should establish itself as a degree awarding graduate school for its officers.

The survey determined the demographics of the class, the means by which officers earned or are earning advanced degrees, and their attitudes about advanced degrees. The survey established how the officers attending an intermediate staff college earned their advanced degrees and how those degrees were financed. It also analyzed the means by which many officers are earning a masters degree concurrently with their CGSOC attendance.

Important to this study was the attitude of these officers about their education. It determined their opinions about the necessity, importance, and pertinence of the civilian education they pursue outside of the military education system. It also indicated what their reasons are in pursuing a masters degree and whether they feel that such a degree is necessary to their professional development.

The survey was prepared in conjunction with the Director of Academic Operations and utilized mark sense forms. It required the student's number for demographic analysis, but was otherwise anonymous. I conducted the survey of the American officers of the CGSOC Class of 1994-1995 by personally administering it to all officers during February 1995. Once collected, the survey was analyzed based on the demographics of the class. Air Force, Navy, and Marine officer responses were separated from Army officer responses. By separating other services from the Army, I was able to compare their experiences or attitudes to see if they are different than that of Army officers. Army responses were analyzed based on branch type (combat, combat support, combat service support) and academic experience levels.

The trends reflecting the attitudes of officers relevant to both civilian and military education were interpreted to analyze whether the current system of parallel programs is what these officers feel is

effective. The analysis is shown through both charts and narrative analysis of the data accumulated in the survey in Chapter 4. This information provided me with a basis to determine both the advantages and disadvantages to changing the current system of officer education.

How the Problem Statement Was Answered

By answering the three questions of can, could, and should the Command and General Staff College have a program in which all officers earn a masters degree, I determined whether such a program is feasible.

CHAPTER 4

ANALYSIS

The analysis of this subject was comprised of three parts. In this chapter I analyzed the information gathered from the various sources in investigating this subject and answered the three sub-questions of the problem statement.

1. Can the Command and General Staff College award CGSOC graduates master's degrees upon graduation?
2. Could the Command and General Staff College award CGSOC graduates master's degrees upon graduation?
3. Should the Command and General Staff College award CGSOC graduates master's degrees upon graduation?

1

Can the Command and General Staff College award CGSOC graduates master's degrees upon graduation? To answer that question, I reviewed the North Central Association of Colleges and Schools (NCA) requirements of the program. I also analyzed the CGSOC program's internally imposed requirements which impact on the awarding of a graduate degree. Comparison with the Naval War College (NWC) illustrated a similar institution's approach to the same question.

The North Central Association of Colleges and Schools defines the parameters of accreditation through the specification of General Institutional Requirements (GIRs) in their Handbook of Accreditation. (Selected GIRs are found in Appendix A.) These GIRs define, in the broadest sense, what is expected of institutions which seek

accreditation through the NCA's Commission on Institutions of Higher Education. The Command and General Staff College's 1995 Self Study Report addresses each of these GIRs to explain how the college meets the requirements for accreditation.

The GIR that poses the greatest problem for this college to meet in order to award all graduates master's degrees is GIR Number 9.

This GIR describes the threshold requirements for an institution's faculty. In this requirement, faculty includes both full-time and part-time faculty. All of an institution's faculty, both those at its home campus(es) and those at other instructional sites, are included in judging this requirement. Typically, this means that . . . in an institution whose highest degree programs are significantly or predominantly at the graduate level, most (i.e., at least two-thirds to three-quarters) of the faculty have earned, from accredited institutions . . . a doctoral degree.⁵⁸

The precise application of GIR Number 9 does not affect the current accreditation of the Command and General Staff College. The active teaching faculty of the CGSOC regular course consists of 217 instructors, 36 of whom hold a doctoral degree (17 percent).⁵⁹ By comparison, the faculty at the Naval War College consists of 111 military, government, and civilian instructors of which 28 (25 percent) hold doctoral degrees.⁶⁰ In the MMAS graduate degree program, there are 351 faculty involved, 32 of whom have a doctoral degree (9 percent).⁶¹ The faculty supporting the MMAS program includes non teaching staff members of the college and PhD qualified consulting faculty. Figure 2 graphically portrays a comparison between the CGSOC faculty and that which supports the degree awarding MMAS program.

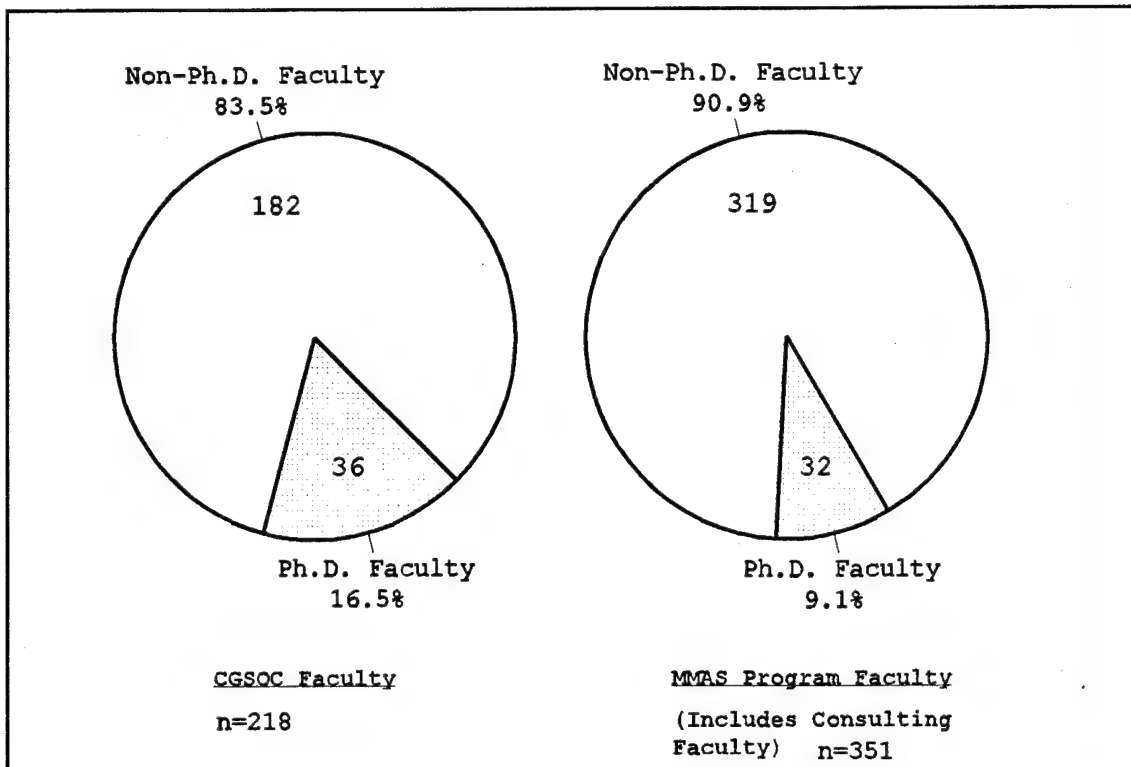


Figure 2. Comparison of Faculty Qualifications, CGSOC vs. MMAS Program

The faculty of CGSOC has a higher percentage of doctoral qualified faculty than does the faculty involved in the MMAS program. Though neither approaches the guidelines of GIR Number 9, several factors influence the quality of the MMAS program. First, each thesis committee is required, by program rules, to have a PhD qualified member. Thus, the ratio of doctoral faculty supervising students in the MMAS program is 1:1. Second, the College responds to GIR Number 9 by emphasizing that the overall faculty of the school is "qualified not just by the degrees they hold, but by their experiences in the armed forces."⁶² This experience includes post-graduate education (mostly at the master's level), military operational experience directly applicable to the curriculum taught, and academically qualified civilian faculty. As it is worded, this GIR pertains to the institution as a whole, not a particular internal program. In its summary paragraph of the CGSC Self

Study chapter addressing the GIRs, the CGSC states that it meets all pertinent General Institutional Requirements.

Its special nature as a military graduate school dictates a few variations from the responses typical among civilian institutions, but the Army and the College clearly and fully address the threshold specifications for an accredited institution.⁶³

Most importantly, however, is the fact that the College feels that it has "the leadership, faculty, and staff with the right academic credentials, operational experience, and expertise to accomplish the mission at hand."⁶⁴

The faculty at the Naval War College consists of a similar mix of military officers and civilian educators, 25 percent of whom hold doctoral degrees. The NWC accrediting agency is the New England Association of Schools and Colleges (NEASC). It does not have a requirement for faculty qualification based on a percent of the total faculty. "Their philosophy is that each institution is unique according to its mission. Their task of evaluation is to determine how effectively the institution is prepared to accomplish that mission. It is the composition of faculty compared to the mission that is of importance, not an arbitrarily determined ratio."⁶⁵

In the accreditation of both of these military institutions, it appeared that such requirements as the NCA's GIR Number 9 are subordinate to the ability of a faculty to accomplish the goals and missions of the institution. In determining whether the Command and General Staff College and the Naval War College are doing so, both accrediting agencies determined that they were, regardless of the academic qualifications of their faculties.

2

Could the Command and General Staff College award all graduates of CGSOC master's degrees upon graduation? To best answer that question I reviewed the approach taken by the Naval War College as they examined the possibility of converting their college to a degree awarding program.

The Command and General Staff College has a structured masters degree program for officers choosing to participate. The MMAS program consists of three parts; the production of a research thesis, research methodology classes, and a comprehensive oral exam. An officer not pursuing an MMAS takes other electives in lieu of the research methodology classes. Each MMAS candidate is assigned a thesis committee of three faculty members, one of whom must be a PhD qualified member. For the 97 students in this program, there are some 351 faculty members who serve on committees or teach research classes. Of these, 32 have a doctoral degree.⁶⁶ Most serve on more than one committee and fourteen consulting faculty are reserve officers from across the country who hold a PhD and serve as visiting faculty on thesis committees. If the same program requirements were applied to the 1,108 U.S. officers in the class, the number of committee requirements would increase to 35 for each PhD and the current faculty could not support it.

The requirement for a research thesis is not one of the North Central Association's General Instructional Requirements. It is a requirement established by the Command and General Staff College as the foundation for their graduate degree program. Officers pursuing advanced degrees in local civilian college programs are not required to produce a comprehensive research thesis.

The Naval War College Approach

The Navy confronted the question of degree conferral through a thorough study of their existing program to see what, if anything, needed to be changed so that they could award a masters degree to all graduates of their staff college.

The precedent to award staff college students a graduate degree was established in 1991 by the Naval War College. The Navy clearly outlined their philosophy behind this program before they received

approval. A letter to the Department of Education from the Naval War College clearly described the evolution of the Navy's philosophy pertinent to this subject:

The Naval War College never sought academic sanction for its curriculum through a degree program . . .there was little professional utility in such a degree; the curriculum was narrowly technical; the formal academic requirements were insufficiently rigorous; and there were no national or regional agencies to validate an exclusively military program. These conditions changed dramatically following the Second World War. A vastly expanded Navy with immense new global military and diplomatic responsibilities required professional officers far more extensively and broadly educated than in the past. Sophisticated post-graduate education became increasingly necessary for professional advancement and higher command, and advanced degrees were made prerequisite to a variety of specific assignments.⁶⁷

In the years following World War II, the Navy experimented with various approaches to post-graduate education for its officers. These included adjunct academic programs to supplement the college's technical military training. Even when their curriculum was broadened and intensified, the requirement for graduate degrees still drove officers to seek off campus degree programs. The Navy found that the academically demanding programs were too time-consuming for officers to pursue concurrently, and that the less demanding programs, though manageable, were of less utility. Both approaches competed with their military studies and detracted from the school's mission.⁶⁸ By the late 1980's the Naval War College had developed its curriculum to focus on the officer's whole academic needs and believed that it had a program as worthy as any civilian institution to be accredited to award an advanced degree.

The Naval War College sought accreditation to award advanced degrees in 1991 after concluding that their program could qualify as it existed. It did not change its curriculum, faculty, schedule, administration, or structure. It does not require a thesis of its students because it sees itself as a professional school which teaches a specific curriculum to a distinctive group of students. In applying a

focused curriculum, the Naval War College provides a program not offered in any comparable civilian institution. Though the accreditation of a federal program had to await congressional approval, the New England Association of Colleges and Schools agreed that the college was sufficiently structured to meet its educational goals and thus granted it accreditation.⁶⁹

The Naval War College promptly began awarding degrees and eliminated the official option for officers seeking extracurricular degrees at local colleges.⁷⁰ The NWC currently enrolls and graduates an average of 415⁷¹ officers each year from their staff college and each is awarded a Masters in National Security and Strategic Studies.

The review of these issues which pertain to the CGSOC program as it is currently structured cannot result in a definitive answer to the question. If the strict application of GIR Number 9 were imposed, or the college required all students to produce a doctoral involved research thesis, the answer is clearly no. But, because the NCA does not strictly apply GIR Number 9, nor does it require a research thesis for accreditation, it is possible that the college can seek to award all graduates a degree with its current program of core courses and electives alone. Thus, the question can only be definitively answered by formally proposing such a course of action.

3

Should the Command and General Staff College award all graduates of CGSOC master's degrees upon graduation?

This question will be answered through the study of the Navy's reasons which led to their proposal to award degrees to all graduates and through the analysis of CGSOC student experience and attitudes determined by a survey of the current class.

The Navy's Approach to the Question

In examining the Navy's reasons behind their quest to award the advanced degree, it is helpful to outline the perceived benefits to the institution and the individual students resulting from this action. According to Admiral Kurth's letter to the Department of Education, the following benefits to the Navy would result from its accreditation to award a degree:

1. The Naval War College would receive appropriate recognition as an institution of higher education.
2. It would enhance the faculty's prestige and they would be recognized for their achievements a validated program of higher education.
3. It would further enhance the attractiveness of the college to prospective faculty.
4. It would markedly improve the Naval War College's ability to satisfy requirements for advanced degrees in many senior and joint assignments.
5. It would benefit the federal government by not having to pay others for education its own institutions could provide, and provide more professionally.
6. It would increase the pool of certified talent available throughout the Department of Defense.

The following benefits to the officers attending the Naval War College would result from its accreditation:

1. It would reward graduates for the professional quality and quantity of their work.
2. It would further enhance the attractiveness of the college to prospective student officers.

3. It would allow students to direct their academic effort exclusively to the Naval War College curriculum, rather than simultaneously pursue advanced degrees from external sources.

4. It would provide a degree earning program to officers whose career patterns seldom allow more than one opportunity for graduate education.

The Navy applied all of these reasons in concluding that they should seek accreditation.⁷² In 1991 the Naval War College was accredited by the New England Association of Schools and Colleges without changing any part of their existing program. The NEASC also accredits graduate programs at some of the premier colleges in the country such as Harvard, Yale, and Dartmouth and saw the Navy's program worthy of the same accreditation with no changes to its program.⁷³

The Navy believes that it is producing a better officer as a result of the change in their philosophy to award a degree. Its students are more focused and the Navy has become more of a learning organization as a result. The Navy staff as well as senior fleet officers believe they are producing more effective officers through this new approach than they did when students sought degrees elsewhere. They attract a better quality student as well as better quality faculty who seek to go there because of the school's enhanced status.⁷⁴ Current leadership at the NWC as well as educational staff officers in the Office of the Chief of Naval Operations testify that all of the reasons cited above for seeking accreditation and awarding a degree have proven valid.⁷⁵

The Survey

Introduction

Should the Command and General Staff College award its graduates of CGSOC a masters degree upon graduation? To further examine the

question of whether the Command and General Staff College should award its graduates a masters degree on graduation, I surveyed the class to determine officer's educational experiences, attitudes, and opinions. The survey was conducted from 15 to 21 February 1995 and included the 1,038 American officers of the CGSOC Class of 1994-1995. Of those 1,038 officers, 614 responded to the survey. The returns included 54 surveys which were rejected by the scanner. These were re-copied onto clean mark-sense forms and were subsequently accepted by the scanner. Five survey returns were rejected because they included multiple answers to questions and the respondent's correct answer could not be determined. All remaining answer forms (609) were included in the collection of data. Valid percentages are used, incorrect responses (such as a "D" response to a question with only an "A" or "B" answer) have not been included in the diagrams.

Figures 3 through 21 reflect analyses of the survey questions in Appendix B. Brief narrative explanations focus on the application of the data to the questions. A copy of the survey is in Appendix B.

BRANCH / SERVICE	NUMBER	PERCENT	SURVEY RESPONSES	PERCENT
Combat Arms	516	46.6%	261	42.9%
Combat Support	187	16.9%	99	16.3%
Service Support	185	16.7%	82	13.5%
Non-OPMD	59	5.3%	32	5.3%
Air Force	80	7.2%	33	5.4%
Navy	60	5.4%	37	6.1%
Marine	20	1.8%	7	1.1%
Unidentified	1	0.1%	58	9.5%
TOTALS	1108	100%	609	100%

Figure 3. Class and Survey Demographics

This table represents the demographics of the CGSOC Class of 1994-1995. It is broken down by Army branches and other Services.

The survey was distributed to all U.S. officers of the class. The number of returns used in the survey analysis is 609, representing 55% of the class. Of the 609 officers who responded to the survey, the majority were combat arms, (42.9%). The remaining respondents were combat support, 16.3%, and combat service support, 13.5%. Non-OPMD Army officers comprised 5.3% and non-Army respondents included Air Force, 5.4%, Navy, 6.1%, and Marines, 1.1%. Unidentified officers include 58 who did not indicate their student number on the mark-sense form and cannot be categorized. The response closely approximates overall class demographics.

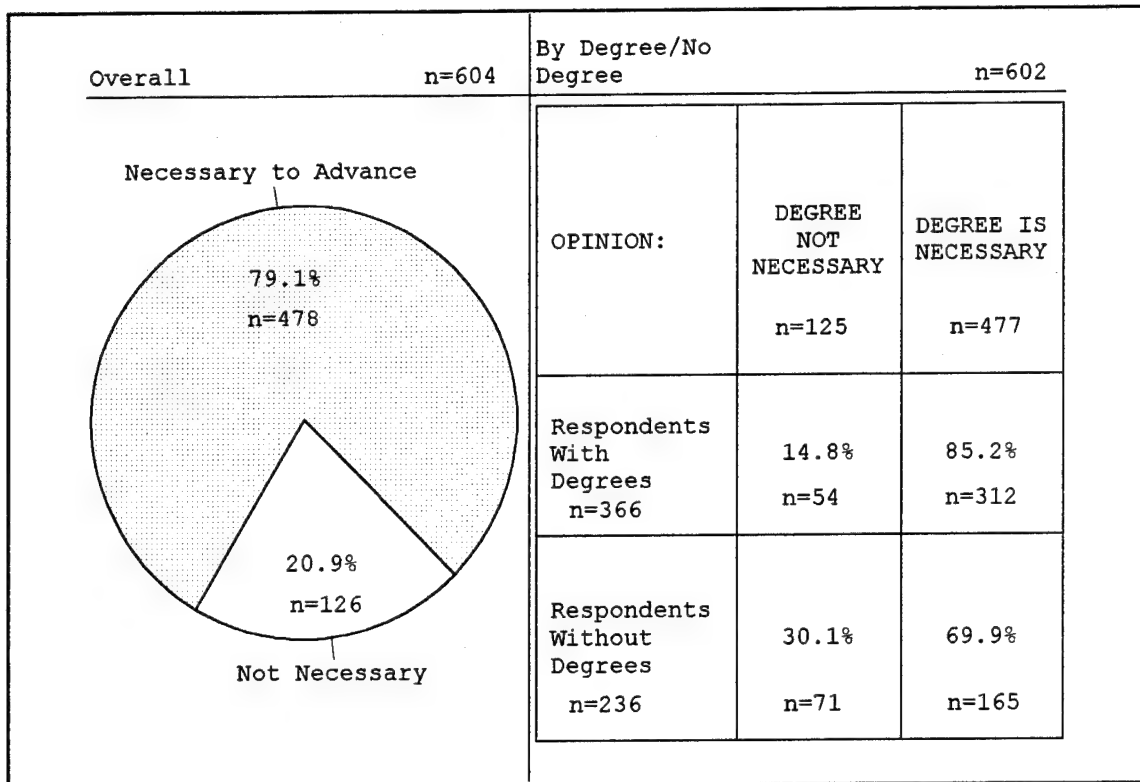


Figure 4. Opinions About Degree Necessity for Promotion (Question 16)

Regardless of how or when officers pursue an advanced degree, 79.1% see an advanced degree as necessary for promotion. Of the 609 respondents, 604 answered question 16, "An advanced degree is necessary to be competitive for advancement in this profession." Four hundred and seventy eight thought that it was important to their future while 126 did not think so. Though some officers are now completing a second masters program concurrently with CGSOC, the survey indicates that over 80% of the officers in this class will have a masters degree when they graduate CGSOC. Of the 602 officers who answered question 1, 60.6% indicated that they already had a degree before arriving for CGSOC (see figure 5). Of those, 85.2% felt that an advanced degree was necessary for promotion. Of those without advanced degrees, 69.9% felt that an advanced degree was necessary.

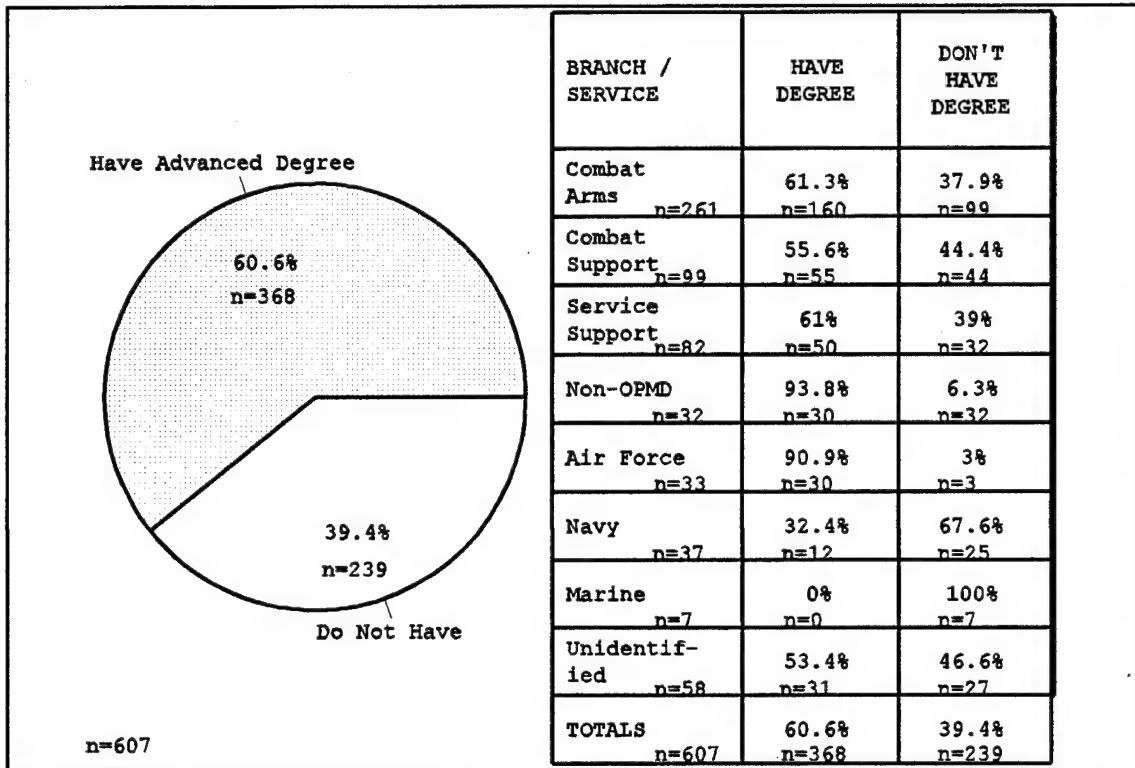


Figure 5. Academic Demographics at Matriculation to CGSOC (Question 1)

Of the 609 total respondents, 368 indicated that they already possessed an advanced degree on arrival at CGSOC. 239 had not earned an advanced degree. Two respondents answered incorrectly (choosing other than the "A" or "B" response). Army officer responses indicate that 64% earned masters degrees prior to arriving at CGSOC, with the technically oriented non-OPMD branches at 93.8%. Air Force officer respondents indicate a level higher than other services, with 90.9% having earned an advanced degree before attending CGSOC. Only 32.4% of Navy officers and no Marine officers earned degrees prior to CGSOC.

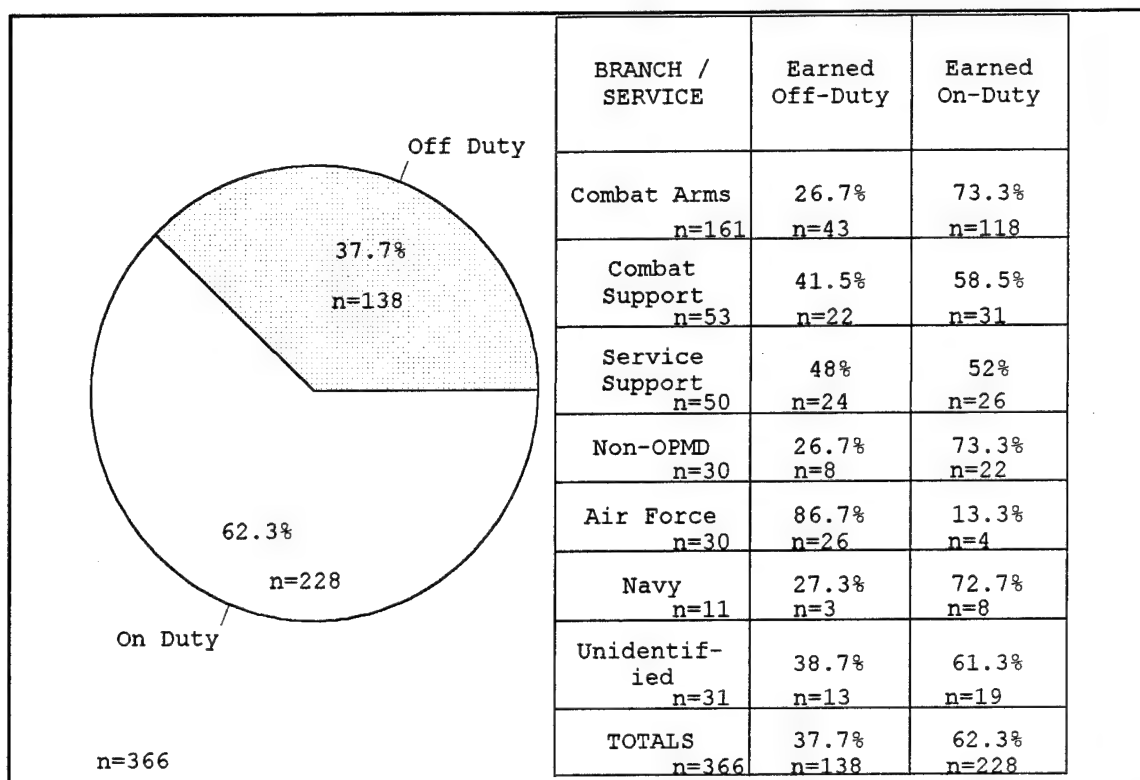


Figure 6. When Degrees Were Earned Prior to CGSOC (Question 4)

Of the 368 respondents who came to CGSOC with advanced degrees, 366 answered question 4. One hundred and thirty eight indicated that they earned their degrees during their off-duty hours while the rest, 228, earned degrees during duty hours.

This figure shows when respondents earned their advanced degree before CGSOC. It further analyzes by branch and service when those degrees were earned. While more than one half of all other officers earn their degrees prior to CGSOC while on duty (fully funded programs), 86.7% of the Air Force officers who came to CGSOC earned them off duty. Inversely, Army and Navy officers earned 67% of their degrees while on duty and just 33% while off duty. This indicates that the Army and Navy have strong fully-funded programs for their officers before they attend staff college.

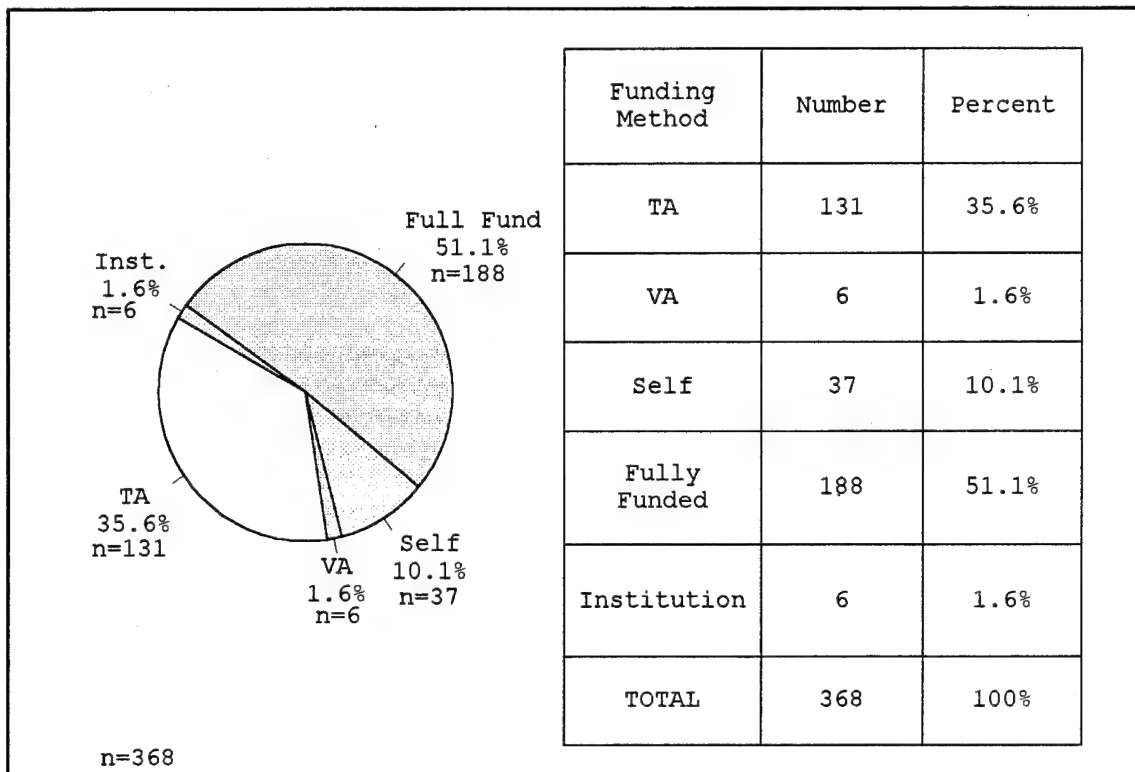


Figure 7. Methods of Degree Funding Prior to CGSOC (Question 2) (n=368)

The methods shown above are the ways that officers funded advanced degree tuition costs before attending CGSOC. One hundred and eighty eight officers earned their degrees through fully funded programs and six officers funded their masters degree through a college where they served on its ROTC staff. The remainder, 47.3%, paid all or part of their tuition. Only 37 of the 368 paid their tuition without government subsidies.

BRANCH / SERVICE	VA LOAN	SELF FUNDED	FULLY FUNDED	INST. FUNDED	TA PROGRAM
Combat Arms n=161	0% n=0	5.6% n=9	65.8% n=106	2.5% n=4	26.1% n=42
Combat Support n=54	1.9% n=1	5.6% n=3	51.9% n=28	0% n=0	40.7% n=22
Service Support n=51	5.9% n=3	11.8% n=6	31.4% n=16	0% n=0	51% n=26
Non-OPMD n=29	0% n=0	48.3% n=14	20.7% n=6	6.9% n=2	24.1% n=7
Air Force n=30	6.7% n=2	3.3% n=1	10% n=3	0% n=0	80% n=24
Navy n=11	0% n=0	9.1% n=1	72.7% n=8	0% n=0	18.2% n=2
Unidentif- ied n=32	0% n=0	9.4% n=3	65.6% n=21	0% n=0	25% n=8
TOTALS n=368	1.6% n=6	10.1% n=37	51.1% n=188	1.6% n=6	35.6% n=131

Figure 8. Methods of Funding Prior to CGSOC by Branch/Service (n=368)

This figure illustrates that most officers funded their tuition through fully funded programs or through the Tuition Assistance Program. Nearly half (48.3%) of non-OPMD officers paid their tuition without government assistance. Though not a survey question, seven officers who wrote narrative responses to question 22 indicated that they earned their degrees prior to entering active military service. Some, such as some non-OPMD officers, earned their degrees before commissioning, but frequently with government funding through the health professions.

Of the 86% of Air Force officers who earned their degrees off duty (figure 6), 80% received tuition assistance funds to pursue degrees prior to CGSOC.

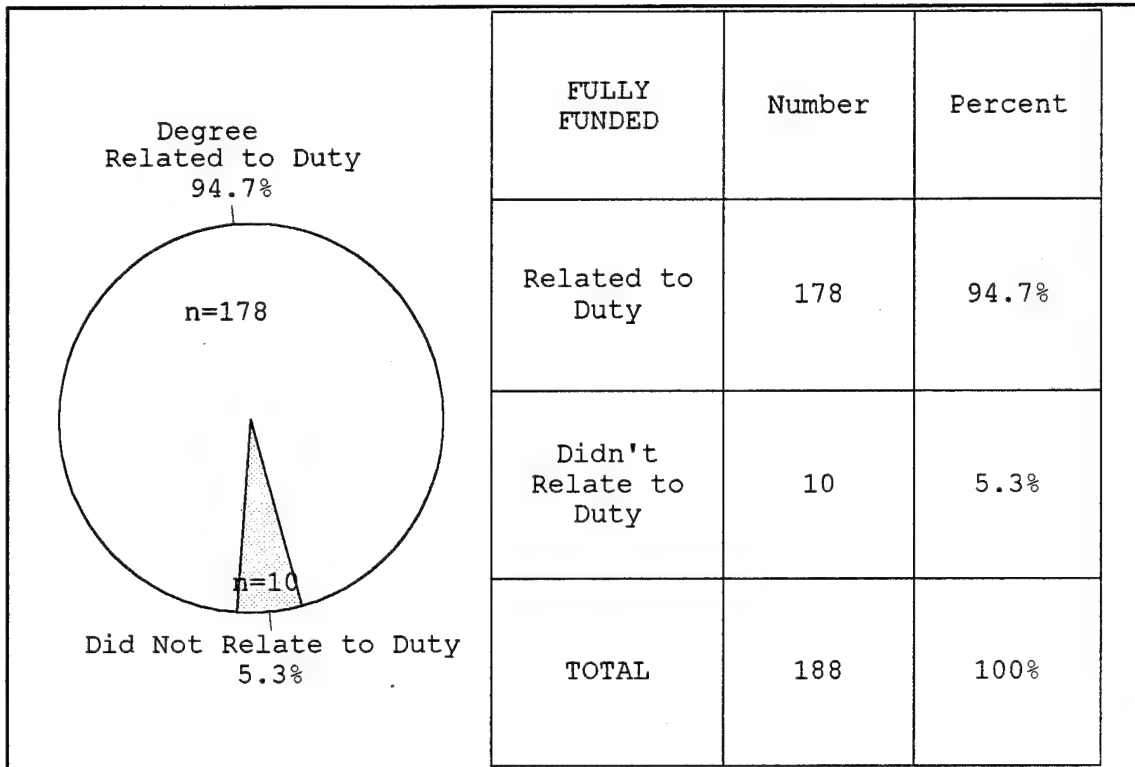


Figure 9. Fully Funded Degrees Relation to Profession (Question 3)

This figure illustrates that 94.7% of officers who received fully funded degrees thought that their degree related to their military duties. Of the 10 officers who did not feel so, one wrote an explanation in response to question 22. The officer stated that although he received a degree through a fully funded program, he was not subsequently assigned to a utilization tour to implement the skills learned in earning the degree.

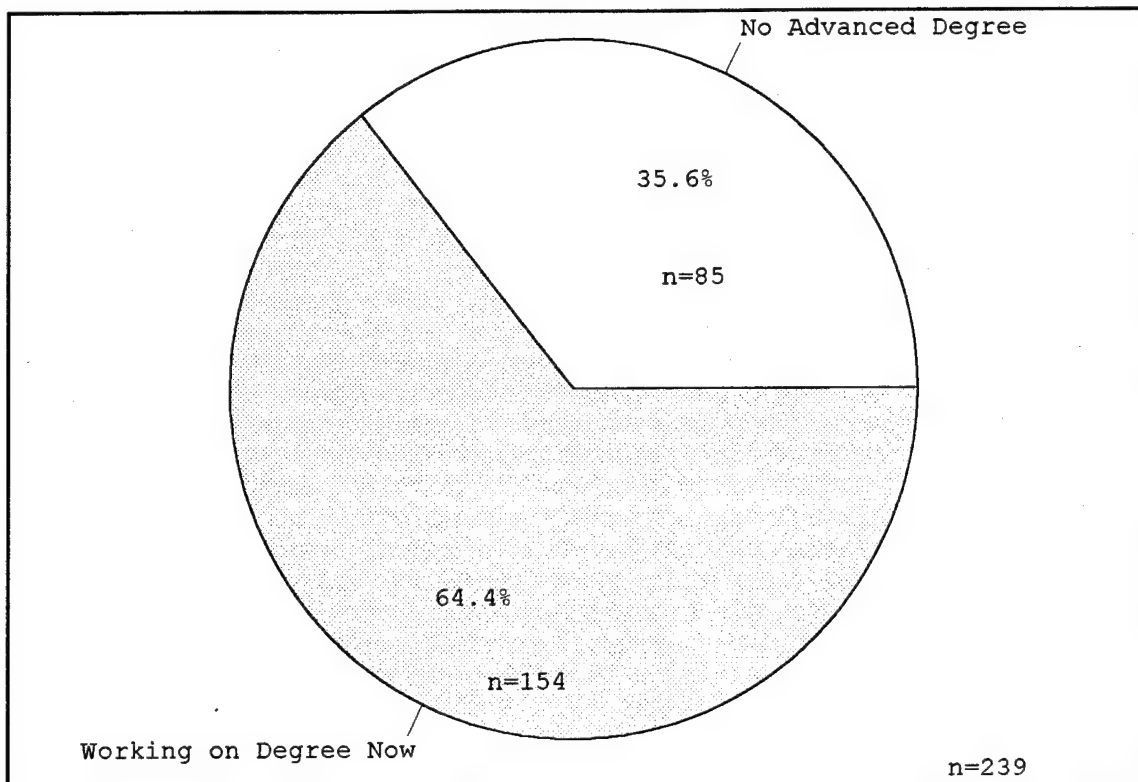


Figure 10. Officers Earning Degrees Concurrent With CGSOC (Question 7)

There are 239 officers who indicated that they do not yet have an advanced degree. Of those, 154 are working on their degree concurrently with CGSOC. This represents 64.4% of those officers without degrees. For those officers working toward a degree, there are several programs available during the year. These include the MMAS program and those sponsored by local extension campuses of civilian colleges, primarily Webster University and Central Michigan University.

Some officers represented in this diagram are working on a second masters degree (or more). This was indicated in narrative responses by seven officers, but neither the survey nor the college can precisely account for officers pursuing multiple degrees.

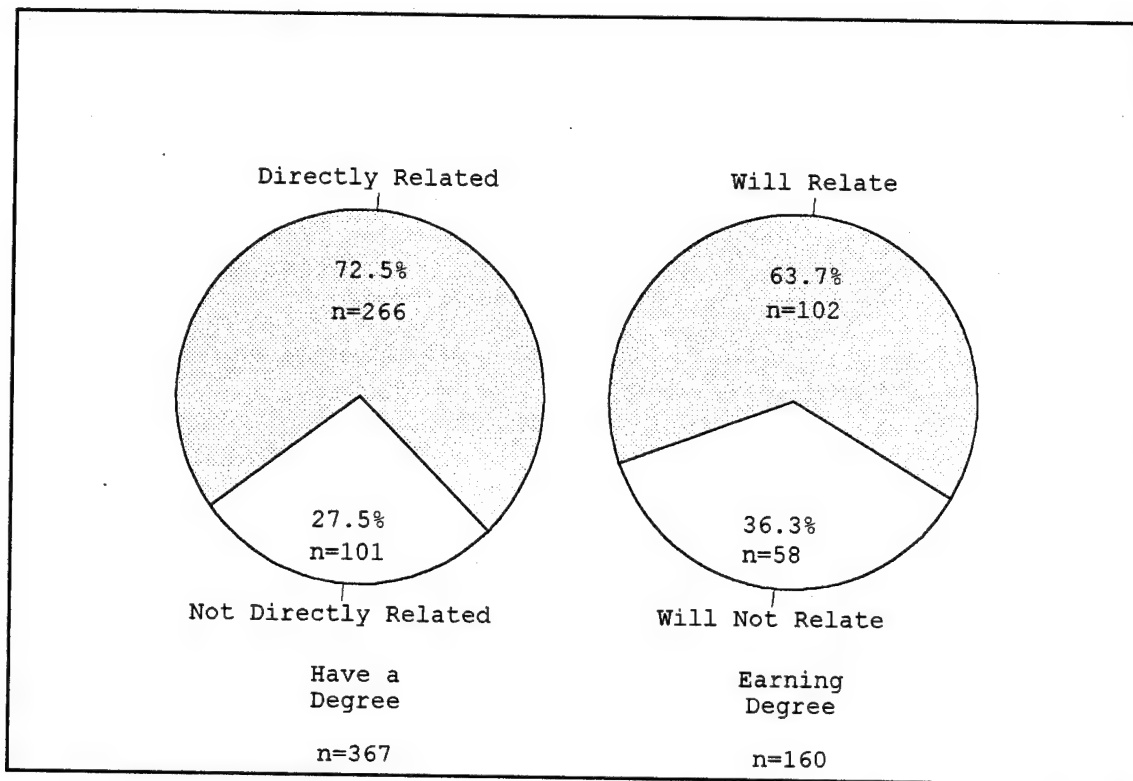


Figure 11. Degree Relation to Military Duty (Questions 3 and 11)

Of those officers who earned an advanced degree prior to CGSOC, 72.5% felt that it related directly to their military duties. More than half of these (51.1%) were fully funded. Of those earning a degree concurrent with CGSOC, 63.7% felt that their degree will relate to their military duties. Only 28% of those earning their degree concurrently are in the MMAS program which by its charter is military related.

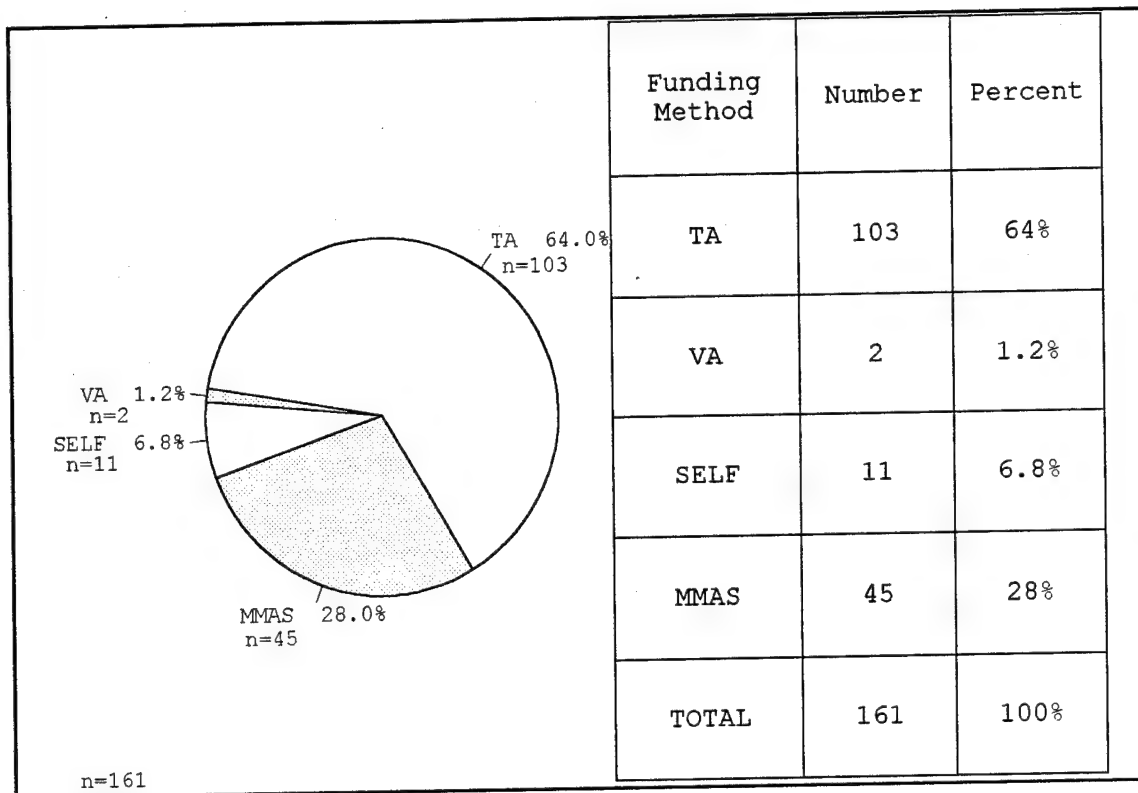


Figure 12. Methods CGSOC Officers Use To Fund Advanced Degrees (Question 8)

Of the 161 officers who responded to question 8, 116 were enrolled in programs at local civilian colleges. This represents 72% of all officers pursuing degrees while at CGSOC. Only 28% of respondents participate in the MMAS program.

The largest percentage of officers enrolled in civilian masters programs fund their tuition expenses through the Tuition Assistance Program. The 103 officers receiving tuition assistance represent 88.7% of officers pursuing civilian degrees. The Army will fund up to 75% of the tuition cost for officers earning civilian degrees.⁷⁶

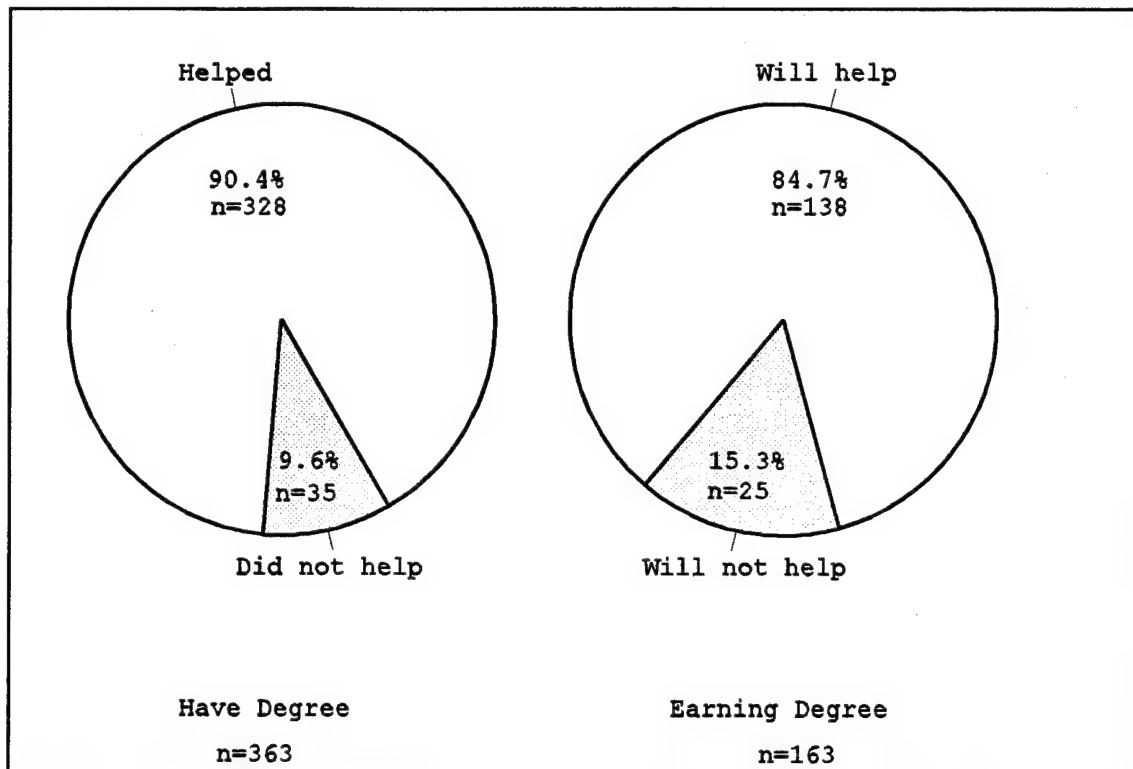


Figure 13. Officer Opinion on the Relationship Between Their Advanced Degree and Their Effectiveness as an Officer (Questions 6,12)

This figure shows that officers earning degrees both before and during CGSOC think that having an advanced degree helps them to be a more effective officer. In comparing this to figure 11, degree relation to military duty, officers see the degrees as helping them to be more effective officers more than it having direct application to their military duties.

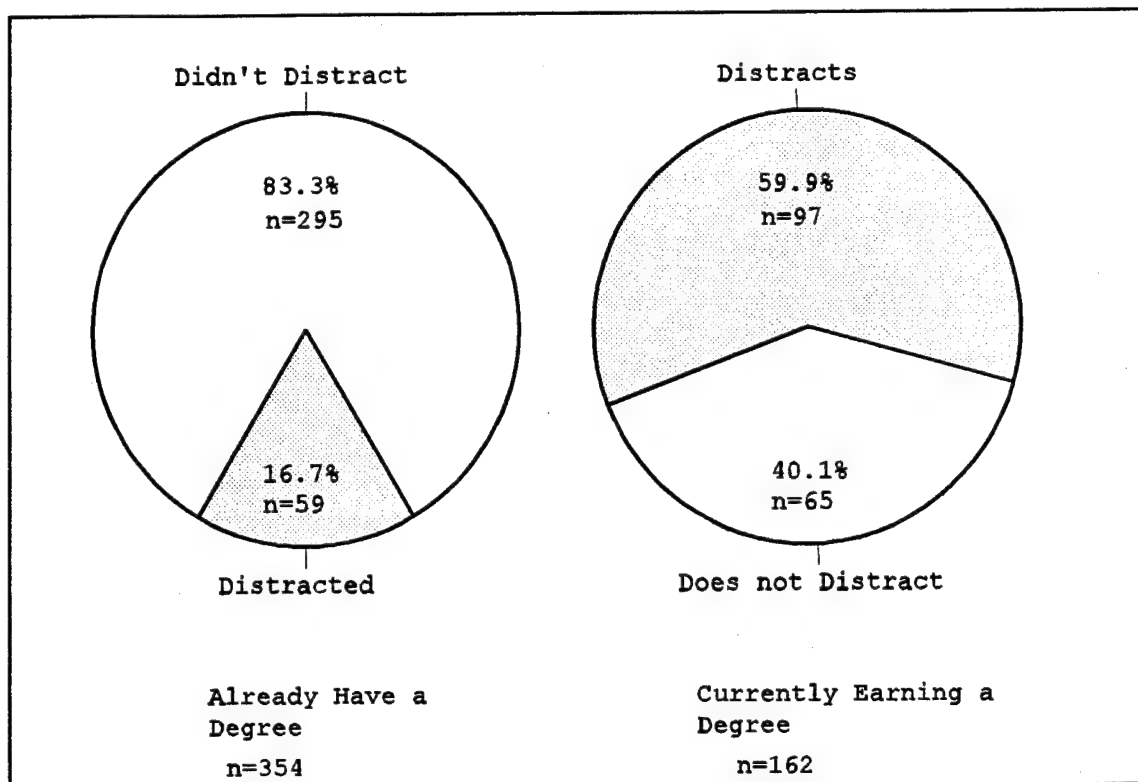


Figure 14. Does Pursuing an Advanced Degree Distract You From Your Primary Duties? (Questions 5,9)

Questions 5 and 9 asked officers who were involved in programs before and during CGSOC whether those were distracting to their duties or studies. 83.3% of officers who earned degrees prior to CGSOC indicated that such programs were not a distraction. In figure 7, 51% indicated that they were in fully funded programs and in figure 6, 62.3% earned degrees on duty. The programs pursued concurrently with CGSOC are in addition to an officer's regular course work. The MMAS program requires students to take research methodology classes during two of the three CGSOC academic terms. These are in addition to independent research and study to produce a thesis. Those in civilian programs attend classes at night and on weekends. 59.9% state that these programs distract them from their CGSOC work while 40.1% state that they are not distracted by graduate degree programs.

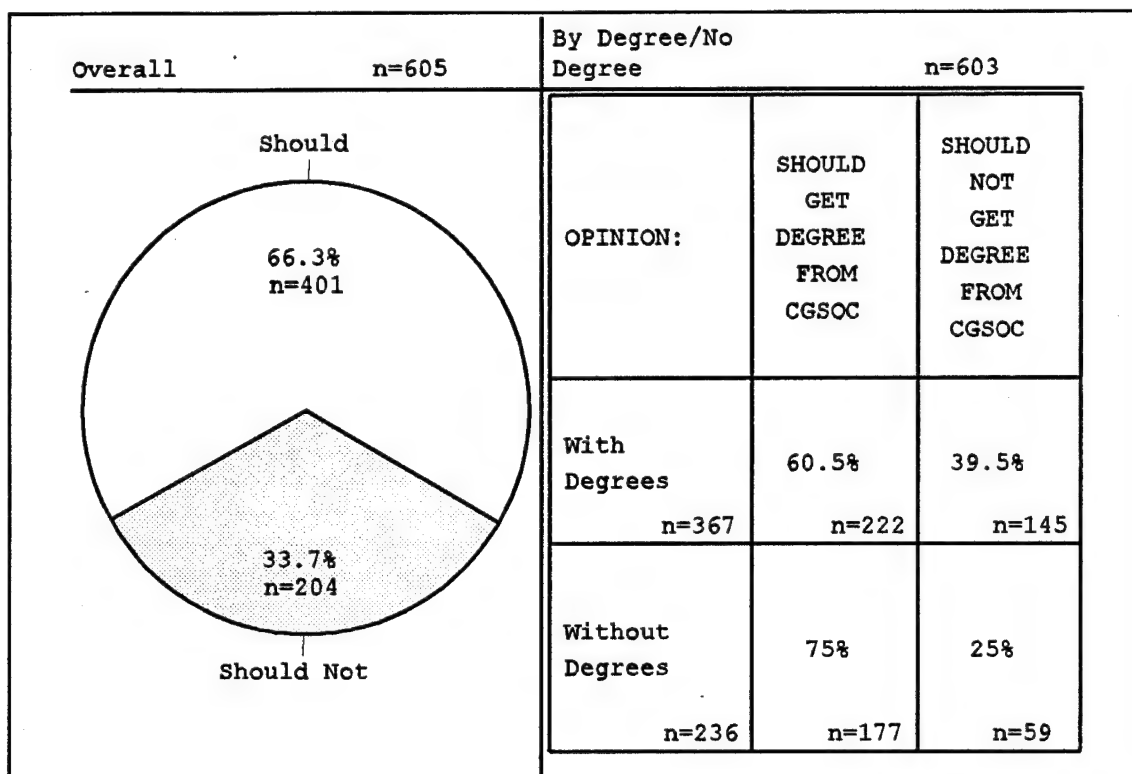


Figure 15. Opinion on Awarding a Degree for CGSOC (Question 15)

Officers were asked if they thought that they should receive a degree for the daily work they complete in the ten month CGSOC. The majority, 66.3%, responded that they should.

Of those officers who had already earned an advanced degree, 60.5% thought that they should receive a masters degree for their work in CGSOC. This group of officers is experienced in postgraduate education and has already earned what 85.2% of them feel is necessary for advancement in the military (see figure 4).

A greater percentage of officers without degrees thought that CGSOC should award a degree. Of those officers, 75% thought that CGSOC warranted a degree. This group of officers was a little less opinionated about the need of a degree for promotion, with 69.9% saying that a masters degree was a professional necessity (figure 4).

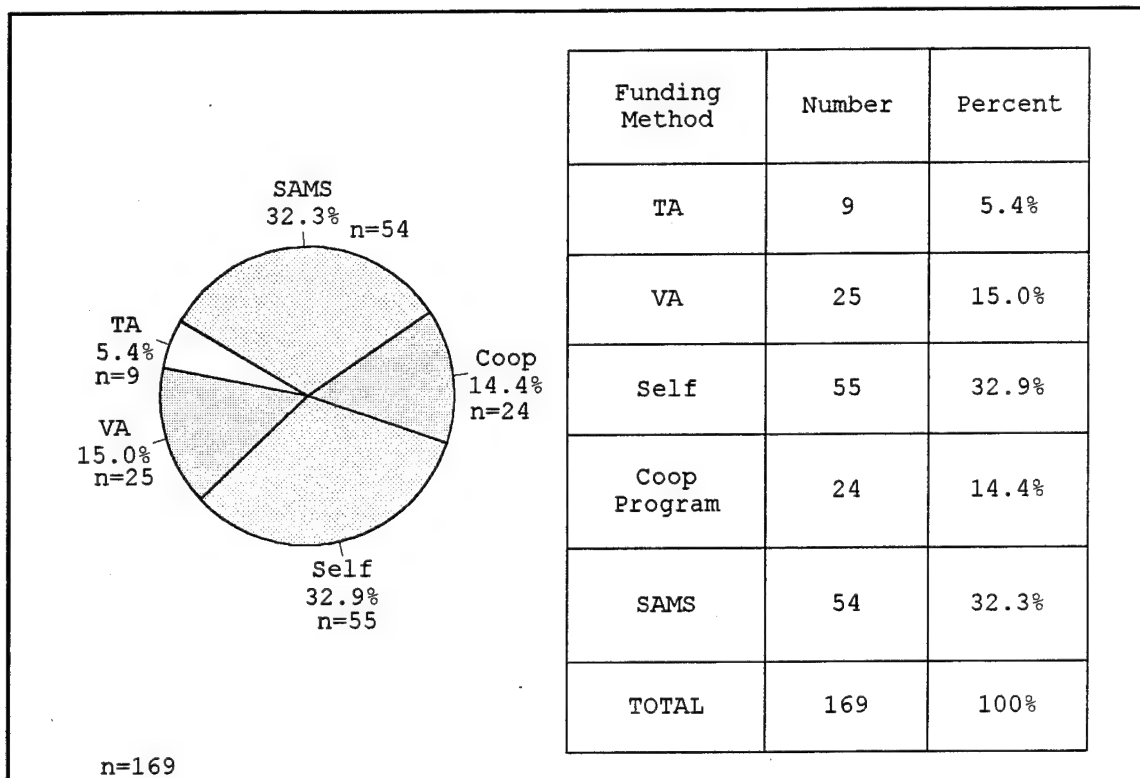


Figure 16. Methods Officers Will Use to Fund Future Degrees (Question 14)

This figure represents a change in the way officers intend to fund tuition compared to funding methods used before and during attendance at CGSOC. When compared with previous figures (7,12) it shows that future plans for funding result in a 58.6% drop in Tuition Assistance and 26.1% and 13.8% increases in self funding and VA loans, respectively. If the Coop Program is included in self funding, the difference is more significant; an increase of 40.5%.

This represents a shift from dependence on the institution of the military to fund advanced degrees to that of more self-reliance as officers approach the last quarter of their active military careers. For Army officers, this is also the last time they are required to attend a leader development school.

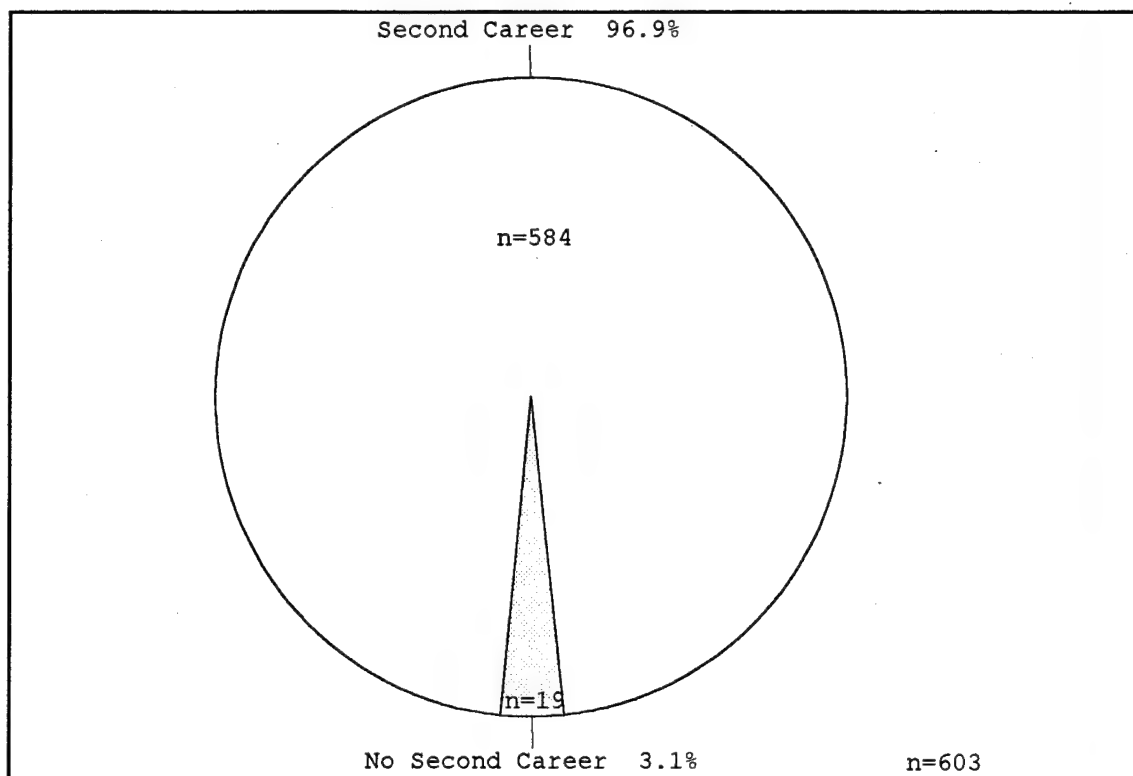


Figure 17. Officers Who Plan to Have a Second Career (Question 17)

Of the 604 officers who responded to the question of whether they plan to retire from the military and pursue a second career, 584 said that they would. Of the 108 officers who chose to respond to question 21 (If you are currently earning a degree through a civilian college, briefly state why you chose this way rather than the MMAS program), 79% said that it was because such a degree was more applicable toward civilian employment.

The following four figures describe the reasons that officers think an advanced degree is important. Respondents were asked to rank order four reasons from most important to least important. As most officers treated these question individually rather than as a group, they cannot be analyzed as such. When viewed together, however, a pattern of reasons officers feel a degree is important is shown.

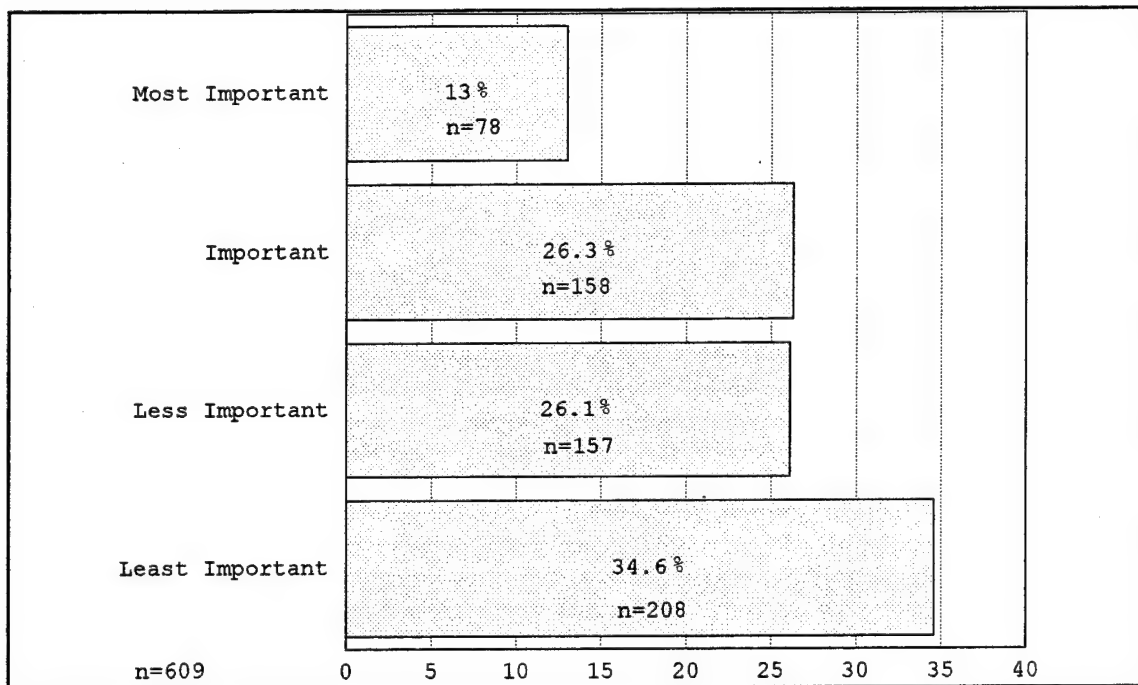


Figure 18. My Primary Reason for an Advanced Degree is the Needs of the Service

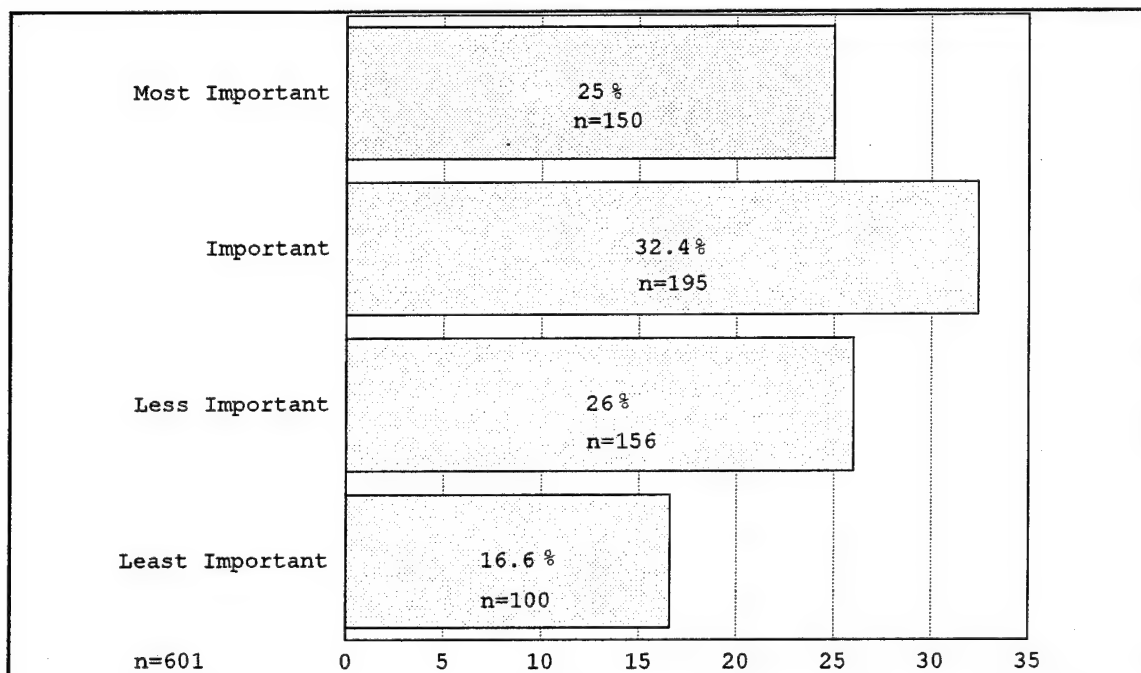


Figure 19. My Primary Reason for an Advanced Degree is Advancement or Promotion

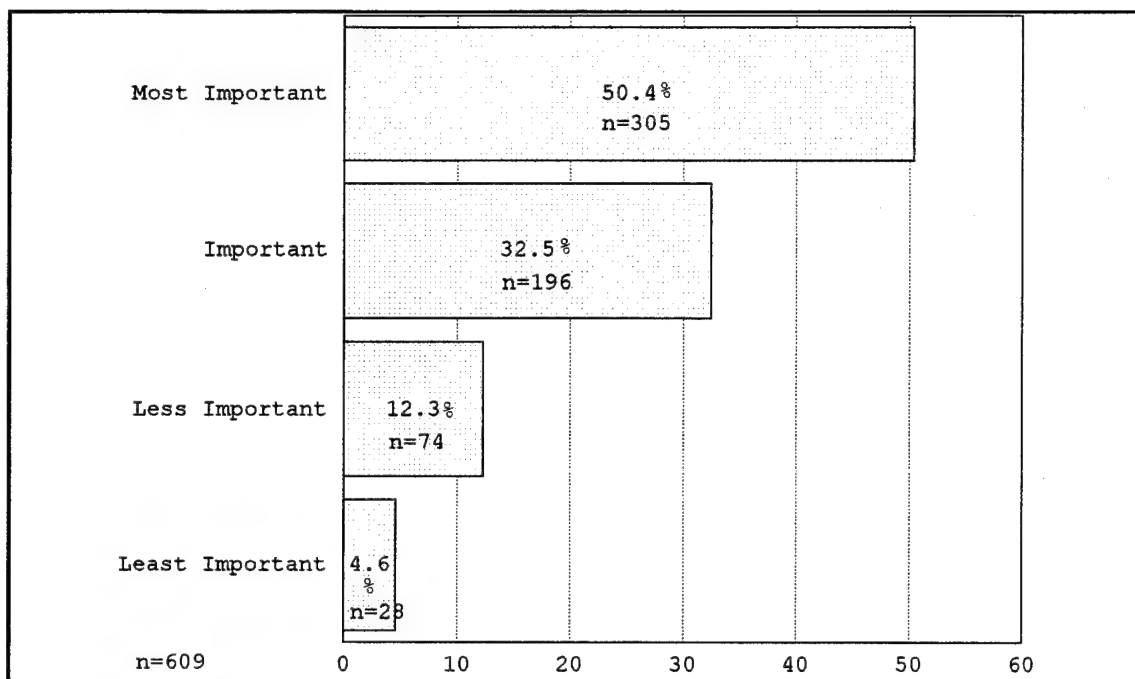


Figure 20. My Primary Reason for an Advanced Degree is Self-Development

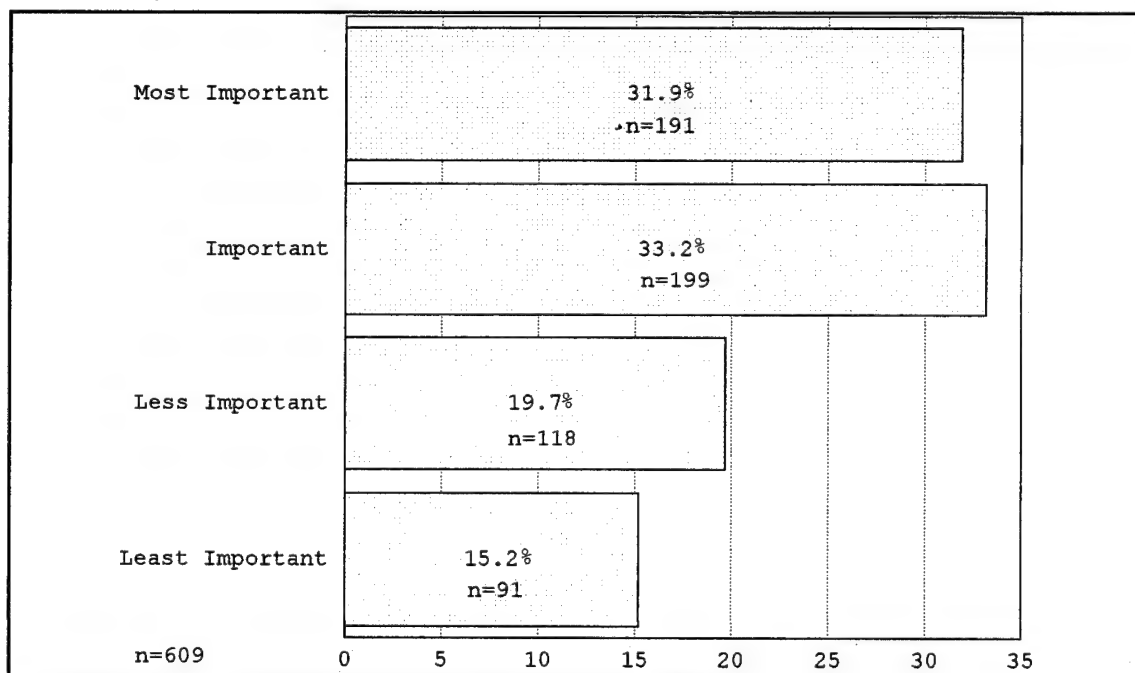


Figure 21. My Primary Reason for an Advanced Degree is Preparation for a Second Career

Figures 18 to 21 highlight the reasons officers see a need to pursue advanced degrees. They were asked to value the reasons for an advanced degree on a scale of A to D, A being most important, D being least important. To evaluate the reasons why officers considered graduate education, these four questions must be looked at together.

The pattern which emerges from these figures is one which shows the needs of the service to be subordinate to the personal reasons for pursuing an advanced degree. Though 79.1% stated that the degree was important for advancement or promotion, these graphs show that self-development and plans for a second career are the primary reasons officers seek an advanced degree.

Summary

Of the 22 questions on the survey and depictions of 20 of those in the 20 diagrams above, there were nine which merit highlighting for further discussion.

Figure 5, Question 1. This figure shows that a majority (60.6%) of the officers attending CGSOC matriculate already possessing a masters degree. Of OPMD managed Army officers (combat arms, combat support, combat service support), the highest percentage earning masters degrees before CGSOC are officers of the combat arms. The highest percentage of masters degrees for Army officers as a whole is found in the technically oriented non-OPMD branches. As a service, the Air Force has the highest percentage of officers arriving already possessing a masters degree. Even when non-OPMD officers are included in service totals, the Air Force 90.9% exceeds the Army by 28.9%. The Navy has a much lower number of officers arriving at CGSOC with a masters degree, 32.4% of the 37 officers responding to this survey. The Marines had no officers with masters degrees among their respondents. [Both the Navy and Marine Corps have significantly different career paths, personnel management,

and patterns of operational assignments than do Army and Air Force officers. Throughout their careers, Navy and Marine officers serve in assignments which include long and frequent deployments which may disrupt their ability to pursue an advanced degree.]

Figure 8, Question 2. This figure shows, by branch and service, how those officers already with a degree funded their education. While 51% received full funding for their degrees, Air Force officers funded 80% of their degrees through tuition assistance. The Air Force is the only service represented which reverses the trend of fully funded programs as the primary means of funding. Nearly half (48.8%) of non-OPMD officers funded their own tuition for advanced degrees, a rate higher than any other category. This may be accounted for by the fact that many of the professional degrees in these highly technical branches are earned prior to entering active duty.

Figure 12, Question 8. Of the 161 respondents pursuing a degree concurrent with CGSOC, 64% (n=161) are receiving funds through the tuition assistance program. Only 28% are pursuing a degree through the MMAS program. Narrative responses to question 21 indicate that this is because officers perceive a greater personal value in a civilian degree than in the MMAS degree.

Figure 14, Questions 5,9. Of those officers who stated that pursuing a degree distracted them from their duties, only 16.7% of those who already have degrees felt so. 59.9% of those who are earning their degree concurrent with CGSOC felt that doing so was distracting. Officers who earned degrees prior to CGSOC generally (62.3%) earned degrees while on duty. This accounts for the fact that 83.3% stated that their schooling did not distract them from their duties. Programs pursued concurrent with CGSOC are done in addition to the normal course work expected from both core and elective curriculum.

Figure 15, Question 15. The majority (66.3%) of respondents indicated that they thought a degree should be awarded for successful completion of CGSOC. Of officers who had already earned a degree, 60.5% responded that CGSOC should result in a masters degree. These officers have the educational experience to compare with CGSOC , and they have already earned what 85.2% of them feel is necessary for advancement in their profession. Three quarters of those officers without degrees thought that they should receive a degree for CGSOC.

Figure 16, Question 14. This figure shows that as officers progress through their careers from pre-staff college, staff college, and post staff college, their methods of funding evolve toward more self-reliance. Previous figures show fully funded programs to be the primary funding source prior to CGSOC, tuition assistance as the primary source during CGSOC, and in this diagram of future plans, self funding and VA loans as the primary means to finance future degrees.

Figure 17, Question 17. In the most one-sided diagram of this survey, 96.9% of respondents indicated that they planned to retire from the military and pursue a second career. This might help to explain why officers are pursuing advanced degrees at this point in their military careers.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

In his letter to the United States Department of Education about the Naval War College's desire to award masters degrees to its graduates, Admiral Kurth said, "Granting the Naval War College permission to confer an advanced degree would not constitute a blanket authorization applicable to other service colleges or Federal agencies (*although it might set a salutary precedent and stimulate them to seek comparable recognition*)" (*italics mine*).⁷⁷ It is my conclusion that it is time that the Army followed the Naval War College's example and seek permission to award all graduates of its Command and General Staff College a masters degree.

The Evolution of Military Education

The history of military education, since its inception when military colleges were founded in the early nineteenth century, has now evolved to the postgraduate level. This process served the military well until World War II when the scope of military involvement in world affairs became global in nature. It became apparent in the post-war world that the demands on officers would be of much larger scope and responsibility than in the past. Military education had paralleled civilian postgraduate programs since the staff colleges were founded, but had been more focused on military training than education. They now began to approach the level of comparable civilian programs and the trend toward accrediting them began to form.

The Army began this trend in 1963 when it first proposed the MMAS program which ultimately resulted in the first masters degrees awarded by a military staff college in 1974. The Naval War College has elevated its program to join the ranks of civilian professional postgraduate schools by establishing itself as an accredited masters degree awarding institution for all of its officers. Postgraduate military education, once simply a forum for the tactical training of officers, now encompasses the operational, strategic, political, economic, and cultural aspects of global military responsibilities and national security. The military profession demands that its officers understand the complexities of modern military operations ranging from traditional warfighting to the new international responsibilities of peace operations conducted in joint and combined environments, requires highly trained and educated officers. Moreover, the complexities of future information-based warfare and how we approach it will demand highly educated thinkers who can move the United States Military forward into the twenty first Century.

Benefits

Awarding a masters degree to CGSOC graduates benefits the institution and the individual. The Navy outlined many of these in its review prior to seeking permission to implement their program. I included these in chapter four. I would like to highlight two areas which will illustrate some of these benefits.

Financially, both the government and individuals would benefit from such a program. At Fort Leavenworth last year, the Army spent \$352,000 for officers of the 1993-1994 CGSOC class to pursue degrees from local colleges.⁷⁸ When the Navy converted to a degree awarding program, they ended their tuition assistance program for officers attending the Naval War College.⁷⁹ They realized considerable tuition

assistance savings by offering their own degree.⁸⁰ Because tuition assistance monies are regulated under Title 10 and are centrally controlled, these monies could be distributed across the Army to soldiers and officers seeking education without the opportunity to attend a fully funded program or staff college. In my survey, I found that 64.7% of those officers without an advanced degree would not pay for their masters degree if tuition assistance were not available (see question 10). If the Army were to eliminate tuition assistance for CGSOC students and awarded a masters degree to all graduates, few officers would seek degrees from civilian programs concurrently with CGSOC. The awarding of a degree to these officers would reward them for their work at CGSOC. It would provide them the masters degree they see as necessary for advancement in this profession, and it would enhance their credentials necessary for a post-career profession.

There would be institutional and individual education benefits if the educational process during CGSOC were internalized. In his book The Fifth Discipline, Peter Senge described the concept of the learning organization. This concept can be applied to the Army's approach to education during the time officers attend CGSOC. During the ten month course, the government subsidizes officer's efforts toward pursuing a masters degree which distracts them from their military studies. Senge's description of this approach says,

The fundamental characteristic of the relatively unaligned team is wasted energy. . . . Individuals may work extraordinarily hard, but their efforts do not efficiently translate to team effort. . . . individual learning, at some level, is irrelevant for organizational learning. Individuals learn all the time and yet there is no organizational learning. . . . Team learning is the process of aligning and developing the capacity of a team to create the results its members truly desire.⁸¹

The investment of encouraging students to pursue education concurrently and in conflict with their primary course of study while at CGSOC provides the Army with questionable return on that investment. The

college should ask the question, "What is the return on our investment of \$362,000 in tuition assistance monies to send officers to Webster and Central Michigan University part time programs? Are our students better officers, or, more importantly, are they better students because of this program?" By internalizing the education of CGSOC, the college could produce a more professionally focused officer and harness the research capabilities of 1,108 officers to benefit a military attempting to solve the myriad of problems it faces as it approaches the 21st Century.

Conclusions

This research suggests that the Command and General Staff College can award graduates of CGSOC a masters degree upon graduation under its current program of instruction. To do this, the college first must propose the matter to the Department of Education, the House Armed Services Committee's Subcommittee on Military Education, and the North Central Association of Colleges and Schools. The Navy has already set a successful precedent, the model of which could guide the Army along a similar path.

The potential CGSC has to implement a degree awarding program would cause it to change its program of instruction. The staff of the college would have to decide whether to eliminate the thesis requirement and grant a non-thesis masters degree, or to require a thesis project of some type for all students. Though the Navy does not follow this precept, I think that a course requiring a research thesis would reap great benefits for the military. Officers could research issues pertinent to their profession and solve problems to supplement work being done in battle labs, combat development directorates, personnel and logistics staffs, and a host of other staffs which are overworked and undermanned. The requirements of thesis committees would have to be changed to compensate for the expansion of the program.

The awarding of a masters degree to all graduates of CGSOC would benefit both the institution and students. The military would benefit from CGSOC students who were more focused on the military curriculum, solving military problems through research projects, and redistribution of tuition assistance monies to others who may provide the military more return on this substantial investment. It might graduate a better officer than it is now producing. Officers could benefit from learning more about their profession, while earning an advanced degree for the work they do while attending CGSOC.

Finally, the Army established a college at Fort Leavenworth a century ago which now teaches at the postgraduate level. It has an annual budget of \$18,635,500.00, an extensive faculty and staff, a new multi-million dollar research library, state of the art classrooms, video teleconferencing capability, a press, bookstore, and other extensive infrastructural aspects of higher education.⁸² Its alumni includes some of the most influential soldiers and statesmen of the past century and it continually and consistently produces graduates who are quantifiably successful in future positions within their profession. The unique aspects of soldiering in the current era require as much education as training and it needs to be focused on the modern complexities of this profession. The Army has a college. It now needs to enhance its educational efforts with the establishment of a masters degree standard as the Navy has. Such a solution is feasible, suitable, and acceptable based on this study of the problem.

Recommendations

The following recommendations are made based on this study:

1. The Command and General Staff College should propose a change in their program whereby all officers successfully completing

CGSOC be awarded a masters degree. Follow the same path the Navy took when it successfully pursued this course of action from 1989 - 1991.

2. The degree awarded should be named appropriately to describe the course of study and make it more translatable to civilian employers. The Navy degree is a Master of Arts in National Security and Strategic Studies.

3. Require a thesis project of each student pertinent to current or future military issues and problems. Establish thesis committees based on faculty experience, education, and department. Chair the committee based on knowledge of the topic, not the degree of the chairperson.

4. Expand the core curriculum and electives to include the study of civilian management and business techniques which would broaden the scope of study to encompass what students are now seeking in civilian programs:

5. Accept transfer credit from civilian colleges against core curriculum which would free officers to choose more electives or focus on their thesis research. Examples of this include resource management, statistical analysis, research methods, history, and others. Offer civilian electives such as organizational theory, personnel management, information management, and others.

Recommendations for Future Research

I recommend future research on the following subjects to expand on the understanding of officer postgraduate education in the military:

1. Evaluate the impact of civilian graduate education on the officer corps. Specifically, what is the return on the investment in such programs, especially for officers pursuing civilian degrees while off duty.

2. Evaluate the Naval War College graduate degree program and what its quantitative and qualitative return is for the Navy.

3. Conduct further in-depth study of this topic through the survey and analysis of senior officers, professional educators, and military staffs to determine the potential of return on transforming the current program into a degree awarding one.

4. Conduct an analysis of the faculty of the Command and General Staff College. Evaluate the qualifications, experience, workload, and effectiveness of faculty members assigned to the school. Study the effect on faculty quality of assigning students to be instructors following their graduation from CGSOC.

5. Study the possibility of applying Functional Area 47 (Permanent Professor) to military staff and war colleges.

6. Study the Air Force approach to postgraduate education and why it appears to be substantially different than the other services.

Resolution

The United States Army has an accredited graduate level institution of education for its officers. It seeks to maintain that accreditation through periodic review, evolving improvements to the curriculum, investments in the college's infrastructure, and maintenance of high academic standards. This study concludes that it is feasible for the Command and General Staff College to award all graduates of CGSOC a masters degree. Such a course of action has a precedent in the College of Naval Command and Staff and there are no indications that a similar program could not be implemented at Fort Leavenworth. To effect such a change requires determination by the CGSC leadership to advance such a proposal and then implement its results to the benefit of both its students and the Army.

APPENDIX A

SELECTED GENERAL INSTITUTIONAL REQUIREMENTS
of the
North Central Association of Colleges and Schools

SELECTED GENERAL INSTITUTIONAL REQUIREMENTS
of the
North Central Association of Colleges and Schools

GIR Category

GIR

Mission

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher learning.

Faculty

2. It is a degree-granting institution.

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

10. A sufficient number of the faculty are full-time employees of the institution.

11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

Educational Programs

12. It confers degrees.

13. It has degree programs in operation, with students enrolled in them.

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

[The remainder of the GIRs pertain to Authorization, Governance, undergraduate programs, Finances, and Public Information. These are omitted from this appendix as they are not pertinent to this study. They are outlined in the NCA Handbook of Accreditation 1994-96 as are the detailed explications of these GIRs.]

APPENDIX B

SURVEY MEMORANDUM AND QUESTIONNAIRE

ATZL-SWD-GD

15 February 1995

MEMORANDUM FOR U.S. CGSOC STUDENTS

SUBJECT: Officer Post-Graduate Education Survey (Approved CGSC #95-006)

1. Attached is a student developed survey for the American officers of the Command and General Staff Officer Course. The purpose of this survey is to determine the post graduate educational experience, attitudes, and opinions of American officers attending a military staff college. The results of this survey will be used to evaluate certain aspects of officer post-graduate education as part of an MMAS research study.

2. I am particularly interested in your responses because your experience and opinion of how the military educates its officers is central to solving problems in the area of officer education. This survey has been refined and tested by both faculty and students to ensure all pertinent questions are asked while focusing only on the important issues to minimize the time required of your participation in this research. It should take you no more than five minutes to complete this survey.

3. Please **complete the survey today and return it to the clearly marked "officer education survey" box where you receive your distribution.** You will be asked to put your student number on the mark sense form, however, you will not be identified as part of this survey. Your student number will merely be used to apply demographic data to the analysis. It will help me to determine how, by various categories (such as branch, service, year group, service, etc.), groups of officers responded to the questions. Your responses will be held in the strictest confidence.

4. The survey will be analyzed and included in my thesis to help evaluate our system of officer education. The information derived from the cumulative survey will be published and available to you when the thesis is completed later this year.

5. Thank you for your support.

Thomas M. O'Sullivan
MAJ, Armor
MMAS Candidate
Staff Group 1B

SURVEY QUESTIONNAIRE

This survey is for U.S. OFFICERS ONLY.
Please do not complete it if you are an allied officer.

WRITE YOUR STUDENT NUMBER (EXAM CODE) IN THE SPACE PROVIDED ON THE
ANSWER FORM

QUESTION	YES	NO
1. I have an advanced degree.	A	B
(If no, go to question 7.)		
2. Indicate the means by which you earned your advanced degree: (if you have two, only indicate your primary degree)		
A VA Loan		
B 100% paid by me		
C Fully funded by government		
D Fully funded by another institution		
E TA Program		
3. My advanced degree was directly related to my duty as a military officer	A	B
4. I earned an advanced degree off duty while in an operational assignment	A	B
5. I think that earning that degree distracted me from my operational duties	A	B
6. My advanced degree helped me to be a more effective officer	A	B
7. I am completing my advanced degree now.	A	B
(If no, go to question 13.)		
8. Indicate the means by which you are earning your advanced degree: (if you have two, only indicate your primary degree)		
A VA Loan		
B 100% paid by me		
C MMAS		
D TA Program		
9. The degree I am earning now (civilian or MMAS) distracts me from my CGSOC studies	A	B
10. If tuition assistance weren't available, I would pay 100% of the cost for the civilian program I'm in	A	B
11. My advanced degree will be directly related to my duty as a military officer	A	B
12. My advanced degree will help me to be a more effective officer	A	B
13. I plan to earn an advanced degree after CGSOC	A	B
(If no, go to question 15.)		

OVER

QUESTION**YES****NO**

14. Indicate the means by which you plan to earn your advanced degree: (if you have two, only indicate your primary degree)

- A VA Loan
- B 100% paid by me
- C TA Program
- D SAMS
- E Coop Program

15. I think that I should receive a degree for the daily work I will complete in the ten month CGSOC

A B

16. An advanced degree is necessary to be competitive for advancement in this profession

A B

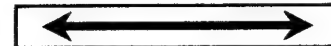
17. I plan to retire from the military and have a second career

A B

Rank order the following reasons you think an advanced degree is important, A being the most important and D the least important.

MOST

LEAST



18. My primary reason for an advanced degree is the needs of the service

A B C D

19. My primary reason for an advanced degree is advancement or promotion in the service

A B C D

20. My primary reason for an advanced degree is self development

A B C D

21. My primary reason for an advanced degree is preparation for a second career

A B C D

22. If you are currently earning a degree through a civilian college, briefly state why you chose this way rather than the MMAS program:

23. Are there any other considerations not included in this survey that you would like to add?

Thank you for your cooperation in this research.

Thomas M. O'Sullivan
MAJ, AR
MMAS Candidate
Staff Group 1B

APPENDIX C

SURVEY RETURN RESPONSES

Figure 22. Survey Return Responses for: Total, With Degree, Without Degree

Q #	ANSWER	TOTALS		WITH DEGREE		WITHOUT DEGREE	
		Number	Percent	Number	Percent	Number	Percent
1	DEGREE	368	60.4	368	60.4	-	-
	NO DEGREE	239	39.2	-	-	239	39.2
2	VA	6	1.6	5	1.4	-	-
	SELF	37	10.1	34	9.3	-	-
	FULL FUND	188	51.1	188	51.6	-	-
	INSTITUTE	6	1.6	6	1.6	-	-
	T A	131	35.6	131	36.0	-	-
3	RELATED?	266	22.5	264	72.3	-	-
	DIDN'T	101	27.5	101	27.7	-	-
4	EARNED OFF	138	37.7	138	38	-	-
	ON DUTY	228	62.3	225	62	-	-
5	DISTRACT?	59	16.7	59	16.8	-	-
	DIDN'T	295	83.3	293	83.2	-	-
6	MORE EFFECTV	328	90.4	327	90.6	-	-
	NOT MORE EFF	35	9.6	34	9.4	-	-
7	GETTING NOW	154	26.5	9	2.6	145	62.0
	NOT GETTING	427	73.3	338	97.4	89	38.0
8	VA	2	1.2	6	42.9	2	1.3
	SELF	11	6.7	5	35.7	5	3.4
	MMAS	45	27.6	2	14.3	40	26.8
	TA	103	63.2	1	7.1	101	67.8
9	DISTRACTS?	97	59.9	5	35.7	92	62.2
	DOESN'T	65	40.1	9	64.3	56	37.8

Survey Return Responses, continued

Q #	ANSWER	TOTALS		WITH DEGREE		WITHOUT DEGREE	
		Number	Percent	Number	Percent	Number	Percent
10	WOULD PAY	53	35.6	4	40	49	35.3
	WOULDN'T	95	63.8	5	50	90	64.7
11	RELATED	102	63.8	8	66.7	94	63.5
	NOT RELATED	58	36.6	4	33.3	54	36.3
12	MORE EFFECTV	138	84.7	12	85.7	126	84.6
	NOT MORE EFF	25	15.3	2	14.3	23	15.4
13	PLAN TO	160	27.8	69	20.1	91	39.6
	NO PLAN TO	414	72.0	273	79.6	139	60.4
14	VA	25	15	15	21.1	10	10.4
	SELF	55	32.9	30	42.3	25	26
	TA	54	32.3	14	19.7	40	41.7
	SAMS	24	14.4	10	14.1	14	14.6
	CO-OP	9	5.4	2	2.8	7	7.3
15	SHOULD GET	401	66.3	222	60.5	177	75
	SHOULDN'T	204	33.7	145	39.5	59	25
16	NECESS PROMO	478	79.1	312	85.2	165	69.9
	NOT NECESS	126	20.9	54	14.8	71	30.1
17	2D CAREER?	584	96.7	356	97.5	226	95.4
	NO 2D CAREER	19	3.1	9	2.5	10	4.2
18	NEEDS HI	78	13.0	56	15.4	22	9.4
	OF	158	26.3	111	30.5	46	19.6
	THE	157	26.1	98	26.9	58	24.7
	SERVICE LO	208	34.6	99	27.2	109	46.4
19	ADVANCE HI	150	25.0	76	20.9	73	31.1
	OR	195	32.4	129	35.4	66	28.1
	PROMOTION	156	26.0	95	26.1	60	25.5
	LO	100	16.6	64	17.6	36	15.3

Survey Return Responses, continued

Q #	ANSWER	TOTALS		WITH DEGREE		WITHOUT DEGREE	
		Number	Percent	Number	Percent	Number	Percent
20	SELF HI	305	50.6	197	54	106	44.9
	DEVELOP	196	32.5	107	29.3	89	37.7
		74	12.3	45	12.3	29	12.3
	LO	28	4.6	16	4.4	12	5.1
21	SECOND HI	191	31.9	97	26.7	93	39.7
	CAREER	199	33.2	128	35.3	70	29.9
		118	19.7	74	20.4	44	18.8
	LO	91	15.2	64	17.6	27	11.5

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